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ABSTRACT

A project was undertaken by Coahoma Junior College (CJC) during 1980 to strengthen its institutional research and planning efforts in the areas of adult and continuing education. During the course of the year-long project, a consultation team led by two nationally prominent, retired educators carried out a series of planning activities, which included: (1) establishing procedures for collecting information concerning relevant educational research and for disseminating this information among administrators and faculty: (2) planning and conducting a survey of area residents to assess community educational needs and familiarity with CJC; (3) surveying area businesses and industries to assess community manpower training needs: (4) interviewing CJC faculty to determine their attitudes toward educational priorities and the quality of CJC continuing education programs: (5) developing plans for the establishment of a special library to provide materials for staff and faculty development: and (6) formulating, on the basis of the needs assessments, priorities for institutional research at CJC. The project report outlines ten summary recommendations, provides a chronological summary of the activities of the consultant team, details methodology and findings for the community and faculty surveys, and assesses the project's success. Survey questionnaires are appended. (JP)

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A VIEW TOWARD THE FUTURE

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A Report of

The Professor Emeritus Project

COAHOMA JUNIOR COLLEGE

CLARKSDALE, MISSISSIPPI

December, 1980

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TABLE OF CONTENTS

	Page
Acknowledgements	i-iv
Foreword	vi
Chapter I -- Recommendations	1
Chapter II -- Nature and Scope of the Project	8
Chapter III -- Activities of the Consultant Team for the Professor Emeritus Project	15
Chapter IV -- Surveys and Assessments Part A. Faculty and Staff Attitudes (Interview data from Paul Sheats' files)	27
Chapter V -- Surveys and Assessments Part B. Community Needs (Interviewing and reporting of needs assessment procedures and of data secured was primarily the joint responsibility of Luke and Davis. Conception and information of the overall design is based on Luke's inputs.)	35
Chapter VI -- Impressions and Observations of Consultant Team Members	50

APPENDICES

A.	Information Requested by the Consulant Team	53
B.	Selected Activities -- Information Given to Faculty and Staff	54
C.	Guide to Faculty and Staff Interviews	57
D.	Materials Used in "Needs" Survey	60
E.	Instrument for Business and Industry Survey	70
F.	Suggestions Re Professional Development in the Coahoma College Faculty and Staff	76
G.	General Information About the Four County Coahoma Junior College Service Area	82

Exhibits

		Page
A.	Photographs	85
B.	Agenda and Guest List for the Coahoma Agri-Business Liaison Meeting	87
C.	Sample Pages from President's Newsletter	90
D.	Biographical Data on the Members of the Consultant Team . .	95

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The conclusions and recommendations contained herein do not necessarily reflect the policy position of the U.S. Department of Education, the Mississippi State Department of Education, or the Board of Trustees of Coahoma Junior College. The Project's work was performed under the terms and conditions of USOE contract number 454AH00464.

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The two "professors emeritus" who assumed primary responsibility for the management of the project and for the writing of this report, Dr. Paul H. Sheats and Mr. Robert Luke, wish to acknowledge the contributions to their work made by the many individuals who gave assistance.*

The arrangement made between Dr. George Aker, Professor of Adult Education at Florida State University, and Mr. Joel Davis, Dean of Continuing Education at Coahoma Community College, require special mention. During the academic year 1979-1980, Mr. Davis was on leave from Coahoma Junior college to complete work toward the Ph.D. degree in adult education at Florida State University for a graduate degree. Mr. Davis was authorized to use the information collected for this study as data for his dissertation. His services therefore became available to the Professor Emeritus Project and much of the data reported in the study was personally collected by Mr. Davis.

Professor Aker met with Dr. Sheats and/or Mr. Luke on four different occassions. He not only coordinated at Florida State University the work of Mr. Davis with that of the project but met with Dr. Sheats and/or Mr. Luke on four different occasions but participated in the writing of this report. Without his personal involvement and continuing interest in the project it would have been impossible for the group to have completed the volume of work it did on the budget available.

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*The origins of the Professor Emeritus Concept are described in Chapter II. Of special help in the preparation of this final report was Dr. June Dow Sheats, an instructor in Creative Writing for the University of California's Independent Study program headquartered on the Berkeley Campus.

President McKinley Martin was available at all times for advice and consultation and gave the project overall administrative direction. The members of his office staff never failed to provide support services whenever required. The Dean of Instruction (now Vice-President for Instruction and Community Services Programs) Mr. Charles Reid was the administratvie officer directly in charge of the on-campus project activities. His interest and support made it possible for the Professors Emeritus (referring to Luke and Sheats) to secure immediate access to any personnel in any department or support service at Coahoma Junior College. He was particularly helpful in facilitating the interviews with a cross section of the Coahoma Junior College Faculty.

A substantial part of the data in the community needs assessment was collected by student volunteers. One of the fringe benefits of working on the project was the opportunity this provided for the consultants to meet and work with a representative cross section of the students attending Coahoma Junior College. Mr. Davis joins in gratefully acknowledging their assistance.

Five of the department heads worked closely with the consultants in recruiting the student volunteers and in assisting in other ways during their visits to the Coahoma Junior College campus. Mr. Earl Gooden, Mrs. Christine Curry, Mr. Samuel Blackburn, Mr. Rayford Keys, and Mr. Thomas Edwards were all exceedingly helpful in many ways. Our thanks also go to other academic and staff officers who assisted the Professors Emeritus in a wide variety of ways. Mr. Charles Barnes, Acting Director of the Continuing Education Department during 1979-1980 and members of his staff were especially helpful. To all of the above

and to many other members of the Coahoma College Service Area--our sincere thanks!

Paul H. Sheats, who did the final typing and assembling of copy for this report, acknowledges with appreciation the assistance of Sally B. Anderson, Staff Coordinator for the Higher Education Specialization, UCLA, and the help of the Communications Processing Center, Graduate School of Education, UCLA.

Paul H. Sheats

Robert A. Luke

FOREWORD

Before launching into a description of Emeritus Project activities it will be helpful to understand the historical setting in which the proposal was developed. It is extremely important for the reader to understand that the President of Coahoma Junior College, McKinley C. Martin, who was appointed to his present position on September 20, 1979 has served Coahoma for many years as Principal, Registrar, and Director of Continuing Education. He is a Mississippian by birth and is strongly committed in his educational philosophy to the importance of community service and lifelong learning. His achievements as Director of Continuing Education established in 1972 had the warm support of then President James E. Miller. Mr. Miller's continuing interest in the Emeritus Project has been of inestimable value to the Consultant Team.

At the time of his accession to the Presidency Dr. Martin had already developed for the Continuing Education Division a rich and varied program which utilized strong faculty support and grant resources from agencies of the Federal Government. As part of the on-going program of broadly conceived community services were; off-campus courses, evening classes, special activities, seminars, and workshops. Subjects encompassed included adult basic education, American College Testing Center, A Child Development Associates Program devoted to the extension of Head Start through day care and Child Development Centers, locally advantaged use of the Comprehensive Employment and Training Act, a coaching clinic for students aspiring to pass the General Education Development (GED) Tests, a Test Awareness Program, and a Veterans Counseling Program. By accepting and adopting the CEU (Continuing Education

Unit) Coahoma Junior College joined the ranks of other higher education institutions who seek to make students' academic records more readily identified and transferable to other learning centers throughout their lives.

Special mention should be made of the College's innovative and pioneering effort to develop and administer an adult education program for inmates of the Mississippi State Pententiary (Parchman). There is evidence to support the conclusion that this program has led to both attitudinal and behavioral changes in the enrollees.

This brief review of some of the highlights in the development of Continuing Education and Community Service Programs at Coahoma Junior College will suffice, it is hoped, to indicate that when the Emeritus Project began its work in December, 1979, the history of achievement had already been started. There already existed at Coahoma a well-trained staff, a cooperative faculty, and top-level administrative support for the further development of the institution's capabilities to serve more effectively the educational needs of adults within the College service area.

CHAPTER I

RECOMMENDATONS

PART I - Introduction

The U.S. Congress passed the Higher Education Act in 1965. Since that date, and largely as a result of that Act as amended in the intervening fifteen years, the role of postsecondary educational institutions in the U.S. has been altered drastically.

Coachoma Junior College in Clarksdale, Mississippi, did not escape the impact of this national development. In fact, Coahoma Junior College, by virtue of its long standing commitment to community service and out-reach, was more ready than many postsecondary institutions to take advantage of the new opportunities for lifelong learning anticipated by the Higher Education Act of 1965.

The research initiated by, or reported to, the Emeritus Project at Coahoma Junior College indicates: 1) the long established commitment of the College Administration and Faculty to continuning education and community service, 2) the receptivity to the educational needs of part-time students in all brackets, 3) the legitimacy of vocational and job related instruction as basic requirements in agriculture as well as in business and industry 4) the integral relationship between education and community development, and 5) the dependence of a free society on informed citizen decision-making and the critical importance of a collegiate institution in extending the common good.

Today, as this report is written, there is almost universal concensus that higher education, in the decade we have just begun, must redefine its responsibilities and constitutencies. The thrust of higher

education in the Eighties will target opportunities for life long learning for all who, for either personal or community reasons, are motivated to utilize the rich resources of colleges and universities in new learning.

The following suggestions for future directions of Coahoma Junior College evolved as a product of the first year implementation of the Professors Emeritus Project. They are based upon many observations and numerous interviews as well as conversations with faculty, administrative staff, and members of the community. They are also a reflection of the findings of the survey on faculty attitudes and of the community needs assessment. They are offered as a starting point for further dialog and discussions among faculty, staff and community members. They are not offered as a definitive blueprint for the future. Many represent either the extension, or the need for a more vigorous promotion, of current practices.

PART II - Recommendations

1) That a permanent college-wide task force on business education and industrial training be created to pursue the following goals:

   a) Maintain continuous communication with the business/industrial leadership of the community to expand the role of the college in servicing the manpower training needs of the multi-country area;

   b) To become more directly involved in providing the start-up training needs for cooperating client systems in industry and commerce.

c) To anticipate future industrial-commercial manpower needs and design appropriate techincal programs to accommodate same.

d) Develop appropriate public information and marketing strategies re: prospective students and prospective industrial/commercial clients.

e) Anticipate needs relating to institutional research in staff development activities, materials and equipment acquisition, etc.

f) Evolve cooperative arrangements for more effective involvement of college resources in on-the-job-training.

g) Anticipate and develop appropriate programs for the continuing education needs of the managerial leadership of business and industry.

2) That a similar task force be organized to pursue similar communication, interpretation, and program planning services with representatives of county, state, and federal governmental agencies located in the four county area.

3) That increased efforts should be initiated in marketing and promoting the college to traditional college-bound youth. These efforts should emphasize:

a) the unique and positive social, economic, and environmental learning opportunities offered at Coahoma Junior College,

b) the awarding of certain credits, by examination, for work experience as well as through practicum and community service internship experiences.

c) the opportunity to study and learn with more mature part-time adult learners.

d) the opportunity to interrelate more traditional academic studies with future-oriented training in evolving technologies.

4) Similar efforts should be directed toward marketing-and promoting-the college to individuals sixty years of age and older. This activity is greatly faciliated by the existence of state legislation which authorizes free tuition for Senior Citizens. In addition, program options potentially available under the Elder Hostel provisions of Title III shoud be explored.

5) The college is presently on the brink of being able to take advantage of increased access to a variety of multi-media communcation facilities. Not only must these be used to facilitate the teaching-learning process in the college's out-reach-program but they can be utilized in implementing the activities suggested under Recommendations 3 and 4 above. A specific suggestion of how this might be done follows:

The Professors Emeritus have frequently expressed their hope that in addition to the disciplined information procedures required for the Needs Assessment Survey and the Business and Industry

Survey (See Recommendation 9 below) that more informal and spontaneous data sources might also be tapped ...i.e. Setting up a table in a super-market and conducting similarly organized, yet open-ended, interviews with customers in a super-market in each of the four counties. If interviews of this kind could also be video-taped, they could be repackaged as significant public information events and serve that purpose as well as providing important supplementary data for program planning purposes.

6) That the results of the community needs assessment revealing priorities for continuing education be shared with and discussed by all administrators and academic units:

a) It is beyond the province of the Professors Emeritus to make specific program suggestions. This is the responsibility of the administrator and ultimately the Board of Trustees. However, all members of the faculty must become deeply involved in formulating program recommendations. Only if those who will be called upon to implement recommendations are involved in making them, can success be assured. To achieve this, the following steps are suggested.

1) That copies of the data tables and other relevant information from this report be made available to all faculty members at a meeting called for that purpose. That members of the school's

administration, plus one or both of the Professors Emeritus, use the occasion to point out the implications of the study both for program planning purposes and for the further development of an R and D center within the college. (See Appendix F for more detailed suggestions.)

2) That following this initial presentation of the data, a two-or three day workshop, held either on consecutive days or at appropriate intervals, be scheduled to actively involve the faculty in advising the president and other appropriate officers on program development, and retooling of faculty skills that might thereby become evident, and useful public information and recruitment strategies.

3) That emphasis be given in activities such as those indicated in items (2) and (3) on page 3 above to providing reality centered, practical, and student centered learning opportunities via continuing education.

7) That the professional staff development library, vertical files and R and D newsletter initiated as a part of this project be maintained, continuously updated, and made readily accessible to all faculty and staff. It is further suggested that consideration be given to devising an incentive system to faculty members to make use of these new resources.

8) That the college continue the present policies of encouraging staff participation in professional and continuing education. It is particularly desirable that at least one administrative staff person and/or faculty member be on sabbatical leave each year at an appropriate institution for advanced graduate study in an area representing high priority within the college and that dissertation research from such study be directed toward anticipated problems and needs of Coahoma Junior College.

9) The Business and Industry Survey instrument which has been developed and validated should be administered at the earliest possible moment. (See Appendix E).

10) While consultant personnel will and must change as needs and functions change, there is ample reason to believe that the Professor Emeritus concept is a viable concept and should be continued. This merging of talents from a variety of backgrounds has enabled Coahoma Junior College to secure the services of adjunct staff that would otherwise be impossible on a restricted budget.

CHAPTER II

NATURE AND SCOPE OF THE PROJECT

The primary purpose of the project was to strengthen Coahoma Junior College in regard to its capability for institutional research and its effectiveness in short term and long range program planning. It was decided that the best approach to this task would be to secure the services of an esteemed Professor(s) Emeritus. Such a person would have a long standing backgournd in both the administration and academics of higher education; be in the forefront of national policy formulation, analysis and planning; be particularly sensitive to the changing role and scope of community colleges in the broad and diversified field of adult and continuing education; and be familiar with the unique problems, potentials and opportunities in the Southern Region.

After an unsucessful attempt to locate and identify a person with such a background and characteristics who could work at Coahoma Junior College on a full-time basis, it was decided to secure the part-time services of two Professors Emeritus, each of whom satisfies the criteria for the position, who had complementary backgrounds, and who could function effectively as a team. To this end Coahoma Junior College was fortunate in securing the services of Professor Paul Sheats and Robert Luke. Dr. Sheats was formerly Dean of Extension/Continuing Education for the University of California (9 campus system) and Professor of Adult Education UCLA; and Robert Luke was long time Executive Director of the National Association for Public Adult and Continuing Education and in charge of a research program on teacher training and staff development for the National Education Association.

Both men had achieved illustrious careers, had attained national and international acclaim for their work in extending the frontiers of higher education and lifelong learning; had been successful administrators; had contributed to a variety of institutional research projects; and had played significant roles in institution building, evaluation, and staff development throughout the United States and in other countries.

Working as a team and in collaboration with Presidnet McKinley C. Martin, and other members of the central administration and selected faculty, the Professors Emeritus developed an overall plan and strategies for achieving the goals of the Professor Emeritus Project. An overview of their planning activities follows.

Schedule of Activities:

1) President's News Letter.

Process and procedures were established for bringing to the attention of the president and other administrative staff what was considered to be the most timely and important information pertinent to:

a) fulfilling the mission of Coahoma Junior College
b) considering the relevancy of innovations, new technologies and promising practices in higher education
c) enhancing the efficiency of operations (managerial and administrative and planning)
d) improving the efficiency and quality of learning
e) improved method and systems of accountability
f) the evolution of policy and future directions

While entitled the "President's Newsletter" this activity provides a continuing flow of vital information not only via a quarterly newsletter

but also by means of memoranda, personal visitation and telephone calls depending upon the urgency and nature of the information being disseminated.

Such information was digested, analyzed, systematized and abstracted from a variety of sources including, but not limited to, contemporary journals, tabloids, and newsletters most pertinent to higher and continuing education:

> new books and book reviews, government documents, research reports, and proceedings and selected conferences and institutes. National data banks and clearing houses will also be systematically scanned to locate and retrieve confirmations needed to more effectively address specific problems, issues, tasks or planning activities.

To make the concept work, a series of widening circles of involvement was initiated. The circles were, in order: the faculty, the Continuing Education Advisory Committee, the Alumni Association, spokesperson/s in the county not represented on the advisory committee, and the potential clients for an expanded service program of the college.

2) Needs Assessment and Long Range Program Development.

To more effectively embrace the concept and philosophy of the community college and to become more attuned to the ever changing and emerging educational needs within the community, plans were developed for a multi-staged community needs assessment inventory. Preliminary study revealed that there was little or no current and reliable data regarding the manpower capability or educational needs of the adult population within the junior college district.

The comprehensive educational needs assessment, was designed to achieve the following purposes:

a) provide needed but heretofore unavailable baseline data to ascertain discrepancies between what the college is doing and what it ought to be doing.

b) provide measures for purposes of comparative analyses with data from future studies in the identification of significant trends and problems.

c) provide information essential for determining educational goals and priorities of individuals, groups and communities.

d) provide data helpful in establishing areas of interagency cooperation to avoid unnecessary duplication of efforts.

e) provide data for use by the college in its self-evaluations, staff development and planning activities.

The above described needs assessment had several major components--i.e.:

a) survey (structured interviews) of a representative sample of the total community to identify 1) individual learning needs
   2) special needs of particular groups and client systems (women, other adults, underemployed etc.)
   3) community problems, needs and priorities

b) projected manpower and training needs by businesses and industries

c) respondents' perceptions of what might or should be the role and scope of the college.

d) image of the college (role and scope) and its relationship to the community as perceived by the faculty.

Professional Reference and Staff Development Library:

Plans were initiated to establish a special library to provide for the in-service, career development, and educational renewal needs of the faculty and staff. Use of such materials was facilitated by incorporating them into systematically organized in-service education activities designed for small groups of individuals who share common needs, interests or responsibilities.

The collection consists of carefully selected literature (books, documents, periodicals, monographs, and vertical file materials) that are relevant to higher and continuing education in general and community colleges in particular. A classification scheme was developed (cross referenced by key subject matter concepts, problems and issues, program development activities and authors) to facilitate efficient retrieval of desired information.

Identification of Priorities for Institutional Research:

After the advisory committee, faculty groups and community have developed conclusions and recommendations based on the needs assessment, this information will be analyzed in terms of areas and priorities for institutional research. Hypothetically, for example, such priorities might include projects to:

a) assist faculty in working efficiently with more mature learners, or assist them in the use of non-traditional methods and techniques of adult education.

b) create a more reliable system of student evaluation of courses and instruction.

c) improve systems of registration and data processing

d) improve internal communication networks

e) update or enhance leadership and managerial skills among department heads

f) create new delivery systems to more effectively reach particular client groups--i.e., in industry, working women, older adults, etc.

The time chart on page 14 provided target dates for these and other activities.

PROFESSOR EMERITUS PROJECT
Projects Time Frame 1980

January	February	March	April	May	June	July	August	September	October	November	December
	News Letter Published										
Project advisory committee established & briefed			Priorities Established								
			Needs Survey instrument developed			refinement field testing			Data Collection		Analysis of Data
						Student Interviewers Trained					
Faculty Group (task forces)											
			Institutional Research			Implementation Program Development change			1981		Findings presented Conclusions Drawn Recommendations Made Priorities Determined
			1981								

CHAPTER III

ACTIVITIES OF THE CONSULTANT TEAM

A) Team visit. January 25-28, 1980.

Chapter II of this report, the history and background of the project, reviews its goals and objectives, identifies the members of the consultant team, and describes how they were recruited.

The first meeting of the team was at the Memphis airport on January 25, 1980. Bob Luke was the first to arrive followed soon by George Aker and Joel Davis. This time, Paul Sheats' airplane was the final one to land.

When finally assembled in the car provided by Coahoma Junior College for the two hour ride to Clarksdale-the first of several similar motorized staff meetings-the project was functionally, if not officially, underway.

Within thirty minutes of arrival on campus, the team participated in an in-depth briefing, led by the president of the college, top administrative staff, and Dr. William Nealy, the college's consultant on long term planning. The material covered included the purposes of the Professor Emeritus project, the history and offerings of the college, and an introduction to the social and econonmic factors at work in the four county area officially served by the college. A major outcome of the briefings and the ensuing discussion was the emergence of an understanding of the "community" college concept as an all encompassing objective of the college and an important target of the project.

Input from the college staff continued through the second day of the visit. On the third day of a four day visit, the team began drawing detailed plans of the overall actions needed to meet the requirements of

the project and the individual work plans of Aker, Sheats, and Luke. On the following day (January 28) these were reviewed with President Martin and arrangements made for a series of continuing visits by the Professors Emeritus (Sheats and Luke) and Professor Aker for the duration of the project.

Other activities of the four day visit included:

1) Taping by the team of a 30 minute radio broadcast on the general topic of the needs of adults for problem centered continuing education and the availability of resources, such as Coahoma Junior College, for helping meet these needs.
2) A tour of Clarksdale and the adjoining area. Special emphasis was given to observing agricultural and business settings and to the location and function of governmental and private agencies that have an educational mission.
3) The appointment by President Martin of the Dean of Instruction Charles Reid, to serve as the on-site coordinator of the project.
4) Arrangements made between Mr. Joel Davis, Director of Continuing Education at Coahoma Junior College, on leave as a graduate student at Florida State University, and his major Professor, Dr. George Aker, for the data collection required by the Professor Emeritus Project.

B) Tooling up. February 1980.

Much of February was spent by Dr. Aker and Mr. Davis in Tallahassee, Dr. Sheats in Los Angeles, and Mr. Luke in Sarasota making preparations for the main body of work ahead.

Dr. Sheats arranged consultations at UCLA with Dr. Arthur Cohen, Director of the ERIC Center for Community and Junior Colleges; Dr. Frederick C. Kintzer, Director, UCLA Community College Leadership Program; and Dr. Edward J. Blakely, Asst. Vice-President, University of California at Berkeley. The focus of Dr. Sheats' work both at the ERIC center and with his colleagues was to identify documentation specifically related to the goals and purposes of the Emeritus project and to construct the outline of a faculty interview schedule for use with selected members of the Coahoma instructional and administrative staff. He also solicited the views of Aker and Luke on the survey and sent to each of them, as well as to President Martin, copies of publications and ERIC documents pertinent to the project.

Dr. Aker and Mr. Davis began a once-each-week schedule of meetings for the purpose of planning and developing the (Coahoma) President's News Letter, the list of library books and ERIC abstracts to be ordered for the Professional Reference and Staff Development Library, and construction of the information schedule to be used in the educational needs survey of individuals living in the Coahoma Junior College service area. (Dr. Sheats, as another outcome of his consultations at UCLA, submitted to Aker and Davis titles of books and journals to be considered for the Professional Reference and Staff Development Library).

Mr. Luke undertook an analysis of the planning papers that had been written by the team at the time of the January meeting. In part, this represented the retrospective look made possible by the removal in time and space from the time constraints and production pressures of the January meeting. In part, it represented a forward look generated by a careful reading ofthe documentation secured from Dr. Sheats as well as

from other sources. A summary of some of these observations, together with similarly targeted observations of his own, were forwarded to Presidnet Martin by Dr. Sheats under a jointly signed Luke/ Sheats memorandum.

Two additional tasks of Mr. Luke were:

1) Formulating a response to Dr. Sheats's request for thoughts about the nature and scope of the forthcoming survey of selected Coahoma Junior College staff.

2) Formulating for team consideration suggestions on management and communication procedures to further coordinate the activities of a far-flung team of consultants.

C) On-site visit. March 25-28, 1980.

In a letter to Dean Charles Reid on March 11, Dr. Sheats defined the purpose of his visitation as follows:

> ...my primary task... is to become acquainted with your faculty. Appointments should be for at least an hour and criteria for selection of persons with whom I will visit should concentrate on those who have demonstrated some interest in continuing education and community service activities.
>
> The latter point becomes especially important since we shall have to identify a group of students, perhaps predominantly from the social sciences, who...can undertake a series of interviews with families in the Coahoma Service Area to collect data on perceptions of the College's role and to identify educational needs which the College might seem to meet. Hoepfully, we might find some professors who would be willing to allocate field service credit to participating students.
>
> I will share with faculty interviewees some of the policy issues regarding continuing education and community service activities which my examination of materials from our national ERIC Clearinghouse on Junior Colleges has produced.

During his four day stay on campus, Dr. Sheats completed the following:

1) Interviewed nine (9) faculty members and left questionnaires with fourteen (14) others to be completed and returned to him. A report of the findings will be found in Chapter IV.

2) Further clarified for team members and the Coahoma administration the twin, but separate objectives of the needs assessment survey, which would result not in didactic recommendations on the part of the consultants but in a synthesis of the ideas, hopes, needs, and practical dreams of residents of the area for a better life through coninuing access to further education.

3) Enlisted the support of the college information director in broadening the base of the needs assessment data collection activities to include public meetings, a radio and newspaper outreach, and open-ended information surveys in super-markets and elsewhere.

4) Secured the cooperation of Presidnet Martin in assuring students who would have sophomore status in 1980-81 that they would receive field credit for conducting interviews provided, of course, related academic conditions were fulfilled.

5) In consulation with five (5) department heads, enlisted their support of a plan for each one of them to recruit. students to conduct the needs assessment field interviews.

6) Arranged with Presidnet Martin for Mr. Luke to meet in Tallahassee with Dr. Aker and Mr. Davis at a later date to review the semi-final draft of the needs assessment schedule.

D) The Florida Connection. April 16, 1980.

The Tallahassee meeting recommended by President Martin and Dr. Sheats took place on April 16. The agreed upon agenda was two-fold:

1) To review the needs assessment survey in sufficient detail to assure an adequate presentation of it by Mr. Luke to the Coahoma faculty and student interviewers on his forthcoming visit to Coahoma Junior College.
2) On the basis of the structure, content, and objectives of the survey to develop a strategy and design for the training of the interviewers.

Following the meeting it was agreed Mr. Luke would make such technical adjustments to the survey as might be required for ease and consistency of response; duplicate "for discussion" copies for distribution to the five department heads and, after meeting them, negotiate via telephone with Aker and Davis any changes in the interview schedule that might be suggested by the faculty.

E) On-Site visit, April 20-25, 1980.

The following activities took place during Mr. Luke's visit to the site the week of April 20.

1) Mr. Earl Gooden, chairperson of the Education Department, at the request of President Martin, served as coordinator of the visit. One of his first actions was to arrange a meeting of the five department heads who had earlier agreed to help recruit students to conduct the needs assessment survey. At that meeting the needs assessment schedule, as developed by Aker and Davis with the technical and editorial changes suggested by Luke, was presented and approved. Arrangements were then made for retyping and duplication in quantity by the supporting staff of the Continuing Education Division.

   A procedure was worked out for notification by the department heads of students wishing to volunteer for the interviewer training sessions.

2) Three meetings were held with student volunteers to explain the purpose of the survey, give some practice in its use, and work out the logistics of transporting students from the college (or their homes) to the interview sites. Thanks to the full support of the five department chairpersons it was possible to meet with about 75 different students.

   In the recruitment of student volunteers, a successful effort was made to secure potential interviewers who lived beyond the official four county service area of Coahoma Junior College (but attended the college) and beyond the geographical parameters defined for Mr. Davis' dissertation. This assured the collecting of data from the outer limits of the actual service area of the college. In a furhter effort to expand the sources of survey data and acquire a certain amount of unstructured information, plans were discussed for interviewing shoppers in one of the Clarksdale supermarkets.

3) A public information program was launched by Mr. Mayo, Director of Public Relations for Coahoma Junior College, with news stories going into six counties. A photograaph of several of the student interviewers from each of the counties where the survey would be conducted accompanied each story.

4) In the company of Mr. Davis, who arrived in Clarksdale from Tallahassee mid-way during the week's visit, a structured sample (every 100th name) was drawn from the subscriber rolls of the power company serving the community of Clarksdale. Mr. Davis made arrangements with power companies in other locations to secure the additional names required to supply a statistically valid sample for the needs assessment survey.

5) A further activity of Mr. Davis during the time of his presence on campus was to follow up on publication for the first issue of the Coahoma Junior College President's Newsletter which had been compiled from sources available to him at Florida State University and which had been mailed to Coahoma Junior College a short time earlier.

6) Arrangements had been made at an earlier date by Mr. Davis to have data drawn from the specified four county area fed into the computer located at Florida State University. Because President Martin also decided to seek data from two additional counties (Tunica and Tallahatchie) and perhaps from the supermarket sample as well, a conference was held with Mr. George Ellis, Coahoma Junior College's computer specialist, to determine if the expected responses from all sources could be accommodated by the Coahoma Junior College computer system. Although further discussions between Mr. Ellis and Mr. Davis were agreed upon, it appeared that no problems of computer incompatibility would be encountered.

7) In preparation for what was envisioned (at least by the visiting consultant) as a blitzkrieg assault upon the widest reaches of the Coahoma Junior College community by fully trained students armed with questionnaires and backed up by a well thoughout information campaign, a battle plan (given the prosaic designation of "administrative check-list") was revised. Who was to do what when and delivered to whom was worked out as well as a potential telephone communication system linking the college, Tallahassee, and Sarasota.

8) At the suggestion of President Martin, the published data of the Mississippi Research and Development Council for five of the Counties served by Coahoma junior College was reviewed. A summary of data with presumed applicability was abstracted and made available to the other two consultants.

F) Meanwhile, back at Tallahassee.

Once the needs assessment questionnaires had been placed in the hands of the interviewers, President Martin decided that a special survey for business and industry was needed to acquire a level of information that could not otherwise be secured. Dr. Aker and Mr. Davis immediately set to work on this assignment.

By the middle of May the draft of this second survey had been completed and Mr. Davis was dispatched to Clarksdale to work out details of the final draft with President Martin.

The Business and Industry survey would not be a part of the structured sample used by Mr. Davis for his dissertation nor would the interviews it called for be conducted by student volunteers. Mr. Davis, however, was to conduct the interviews. What the Business and Industry inventory would supply was universally seen as much needed additional data to round out the body of information required by members of the Coahoma Junior College staff to comprehensively design the future program of the college.

During the month of May, Dr. Aker and Mr.. Davis continued work on the second issue of the President's Newsletter. Delivery of copy to the college was set for June 1. During this period a bibliography was compiled of books and other materials to be made a part of the Professional Reference and Staff Development Library.

G) Team visit. June 1-5, 1980.

The best laid plans have a way of going awry. In the Professor Emeritus project the expectation that mountains of data would be awaiting the three consultants when they arrived at Cochoma Junior College on their scheduled June visit did not materialize. The close of the school term, the long-awaited visit to the campus of a regional accreditation review team, pluws what might have been predicted earlier as an ever possible commjnication breakdown in a project drawing its principal actors from so many different locations, all combined to reduce the expected torrent of data collected during the week of April 28 to the merest trickle.

Fortunately, the project had been consistently ahead of schedule and the postponement of data treatment until the September meeting of

the team posed no administrative problem either to the Emeritus project or to Mr Davis' schedule at Florida State University.

Two other events of major importance, and several of secondary importance, commanded the attention of the consultants during the June visit.

The first of these was the visit to the Coahoma Junior College campus of Mrs. Geraldine Jones of the U.S. Department of Education the Program Monitor of the Title III programs (of which the Emeritus project is one) currently in process at Coahoma Junior College.

While the visitation, as far as the consultants were concerned, demanded neither a considerable amount of time nor special preparation, it was significant in that it provided an opportunity for an overall review of the program and the all-importart perceptual check of whether or not the consultants' view of their mission coincided with that of the representative of the funding agency. The consultants viewed the meeting with Mrs. Jones as having been positive in both respects.

The second event of importance was the Coahoma Junior College Industrial Liaison Meering. Thanks to Herculean efforts on the part of Predsident Martin and members of his staff, a dinner meetig was arranged on twenty-four hour notice of the principal agricultural, financial and business leaders of Coahoma County. With the on-campus presence of the three consultants as a backdrop, the purpose and importance of the Business and Industry Survey was introduced, the community guests werer given time to scan the schedule and offer comments (several important suggestions were received), and an appeal made for each participant, himself, to encourage others and to provide the time the interviewer would require to fill out the schedule.

As a bonus attraction, Mr. Chip Morgan, Director of the Delta Council of Stoneville, Mississippi spoke to the gorup on the work of the Council which, relying exclusively on regional leadership within the state, is stimulating industrial and community developmemtn in the North Delta region.

The post-meeting assessment of the consultants and Coahoma Junior college officials was that the meeting had more than accomplished its stated objectives (reviewing the vocational/technical program of the college and introducing the Business and Industry survey). It also had secured the sanction of the county's economic leadership (exclusively white) for full cooperation with the college's leadership (predominantly Black). Moreover, the meeting reinforced the beginning phases of Coahoma Junior College's efforts to widen its range of educational support services to the agricultural and business interests located in the area served by Coahoma Junior College.

Other activities during the consultant's June Week at Coahoma were:

1) Formulation of the outline of the final report of the project.
2) Tabulation of a sufficient number of the needs assessment questionnaires to provide assurance that no unanticipated problems would be encountered in compiling the data.
3) Preliminary thinking was begun about the kind and level of staff development that effective utilization of the Professors Emeritus project data would ultimately demand.
4) Plans were laid for Mr. Davis to complete the data collection on the needs survey during the summer months.
5) Completion of arrangements for one or more representatives of the Coahoma Junior College staff to participate in the Beyond

the Classroom national conference at the University of Southern California, August 25-27.

H) And Out in the Golden West

The Beyond the Classroom program, a service of the College of Continuing Education of the University of Southern California now in its third year, is a training program for non-professionally trained individuals called upon to provide continuing education programs.

As part of its agreement with the Federal Government under Title IA of the Higher Education Act of 1965, University of Southern California's College of Continuing Education agreed to schedule a national conference to disseminate the outcomes of the "Beyond the Classroom" experimental effort.

With the full support of President McKinley C. Martin, Mr. Elliott Travis, Vice-President of Coahoma Junior College in charge of Institutional Development, was chosen to represent Coahoma at the three day conference in the Davidson Center for Continuing Education on the University of Southern California campus, August 24-28, 1980. A large notebook with back-up materials was supplied to each conference delegate and will become a part of the Professional Reference and Staff Development Library established by the Emeritus Project at Caohoma. Emeritus Professor Paul Sheats also enrolled in the University of Southern California Conference, and, along with Vice-President Elliott Travis, participated in the various conference events.

He also requrested and received consent from President Martin to have Mr. Travis spend a fourth day at UCLA where the Director of the ERIC Clearinghouse on Junior Colleges, Dr. Arthur M. Cohen, arranged a special tour of the Clearinghouse for Mr. Travis. Along with Associate

Research Professor Florence Brawer, Dr. Cohen also participated in an evening seminar in honor of Mr. Travis. Others who participated in this evening meeting included: Dr. June Sheats of U.C. Berkeley , Dr. Henry L. N. Anderson, President of City University of Los Angeles, Dr. Kenneth Smith, Director of the M.A. Program in Administration for Antioch University of Los Angeles, Lynda Smith, Director of the Beyond the Classroom Program at USC. Dr. and Mrs. Gordon Berry from the UCLA Higher Education faculty were especially helpful in discussing Coahoma's proposed cable television outlet.

I. The Concluding Visit. September 13-15, 1980.

The entire project team met for three days at the College to draft those parts of the final report that had not yet been prepared. The priority tasks were the analysis and interpretation of the data collected over the summer months in the Community Needs Assessment and the formulation of a set of recommendations.

On the final day of the visit the recommendations as drafted by the team were reviewed with the President of the College and two of his vice-presidents. This conference triggered the input of still additional data frrom the administrative staff of the college and enabled the project team to discuss in considerable detail their findings, observations, conclusions, and recommendations.

Plans were made at the time of the visit for technical processing of the report and a schedule was developed which would insure its submission to the U.S. Department of Education at the earliest possible date.

The holdings of the project-supported Professional Reference and Staff Development Library were examined in the new quarters of the Continuing Education Division where they will be permanently housed.

CHAPTER IV

SURVEYS AND ASSESSMENTS--PART A

FACULTY AND STAFF ATTITUDES

(Interviewer: Paul H. Sheats)

Between March 24 and March 28, 1980 the writer interviewed twenty-three members of the Coahoma Junior College Faculty and Administration. The selection of interviewees and the appointment schedule was arranged by Mr. Charles F. Reid, then Dean of Instruction and now Vice-President for Instruction and Community Services. Since the purpose of the visit was to sample faculty attitudes and reactions to the Emeritus Project and the community needs assessment proposed by the Consultant Team, interviews averaged one hour in length and the list of faculty interviewees included several chairpersons of academic programs. The average years of service at Coahoma Junior College among those eight who filled out the interview guide was fifteen.

I held informal discussions with President Martin, Past-President Miller, the Director of Alumni Affairs, E. C. Smith, and members of the staff in the Central Administration and Continuing Education Divisions of the college. Since a central purpose of the faculty and staff interviews was to facilitate a community needs assessment, outcomes as reported here are primarily qualitative, albeit some quantitative elements were introduced via a pre-visitation guide based on the work of Arthur Cohen and Florence Brawer, The Two-Year College Instructor Today (New York: Praeger, 1977, 174 pp.). A copy of the interview guide is attached as Appendix C and my appreciation is extended to the authors, my colleagues at UCLA, and to the staff of

the ERIC Clearinghouse on Community Colleges at UCLA for their search of other ERIC documents on faculty attitudes.

Although our sample of the Coahoma Faculty is small, it seems worth noting that 50 percent of the Coahoma respondents would give more time to community service as compared to only 30.7 percent in the national Cohen-Brawer study. No respondent at Coahoma would give less time to community service as contrasted with 5.3 percent who would so elect in the national survey.

All of the respondents at Coahoma rated "self-knowledge and a personal identity" as the most important single quality which students should gain at Coahoma Junior College as contrasted with 89 percent in the national study.

On a five point scale measuring from "strongly agree" to "strongly disagree" the Coahoma faculty agreed unanimously that "this college should be actively engaged in community service," as against a 60.6 percent reponse nationally. The next largest area of agreement (39 out of a possible 40) was on the statement "Growth is a never ending process and should be a continuous quest." This item also showed heavy support (88 percent strongly agree) in the national sample.

On the difference in teaching occupational and remedial programs versus academic and transfer students there was more of a division but six respondents were in the "strongly" or "somewhat agree" category which compares favorably with the national 70 percent support for the same items.

On responses to the creativeness and effectiveness of the college's administration seven of the eight responses were in two "agree" categories as compared with 55.7 percent of the national responses.

There was complete agreement that career education and occupational training should be the major emphasis in today's community college as contrasted with only 37.6 percent of the national study. And on the testing of faculty commitment to practicing lifelong learning in their own speciality, agreement was again unanimous. The statement was: "Knowledge in my field is expanding so fast that I need further training to keep up," while only 55.6 percent of the national sample concurred.

Another item used the Rokeach Terminal Values Scale (1968). Eighteen values are ranked by the interviewee. For purposes of comparison the ten top values are ranked in order of priority for both the national study and the Coahoma sample. The writer finds the differences in the rankings interesting but resists any temptation to make judgments on the results. (See Table I, p. 31)

Four open-ended questions were put to the faculty (see Appendix C). In addition, notes were taken by the interviewer on the ideas and suggestions regarding our proposed needs assessment study, involvement of students, and scope of the investigation. I have attempted to summarize these inputs in my own order of priority and, wherever relevant, have included ideas suggested by conversations with faculty who did not return a form, and administrative officers outside the core group of faculty members.

1) The universal response of both faculty and the administration to the Emeritus Project was supportive. There was general agreement that a community needs assessment was long overdue and that the establishment of an institutional research and information center on continuing education would be of value to the growth and development of new programs and activities.

In fact, the strong agreement on the use of student interviewing teams to collect data on community needs directly influenced the design for organizing, recruiting, transporting, and training of students for participation in the project. The happy coincidence of Joel Davis' graduate study at Florida State University and the involvement of his faculty adviser, Dr. George Aker, on the consultant team was not only mentioned but lauded. Suggestions for establishing some arrangement for rewarding student volunteers with some form of field study credit were initiated by faculty interviewees and a feasible plan for implementation of the idea was proposed.

2) Interview data show a high level of interest and participation in the continuing education/community service activities of Coahoma Junior College including the off-campus centers which were perceived as efficiently extending the resources of the College to its service area. Some concerns over maintaining a high level of quality control at locations away from the campus were expressed but this was seen as the primary responsibility of faculty participants.

3) Perhaps, more importantly, the interview data show a high level of understanding of the increasingly critical role of adult education in what many termed "a race for survival" in a period of increased competition among all institutions of higher education.

The writer of this report was genuinely impressed with the frank and open discussion of barriers to more representative participation of white men and women in the learning community which is Coahoma Junior College. The key to this problem was seen to be a continuing exploration of new and unserved community needs which cut across racial barriers. It was hoped that the results of the in-progress needs assessment would

TABLE 1

COMPARISON OF THE NATIONAL STUDY AND COAHOMA JUNIOR COLLEGE SAMPLE ON THE ROKEACH TERMINAL VALUES SCALE

Median	Rank	National Study	Median	Rank	Coahoma Faculty
4.23	1	Self-Respect (self-esteem)	2.0	1	Self-respect (self-esteem)
4.78	2	Wisdom (a mature understanding of life)	3.0	2	Wisdom
5.00	3	Inner harmony (freedom from inner conflict)	5.0	3	Inner harmony
5.58	4	Family security (taking care of loved ones)	6.0	5	Family Security
6.12	5	Freedom (independence, free choice)	8.0	9	Freedom
6.39	6	A sense of accomplishment (lasting contribution)	2.0	2	A sense of accomplishment
6.71	7	Happiness (contentedness)	7.0	8	Happiness
6.74	8	Mature love (sexual and spiritual intimacy)	10.0	10	Mature love (not in top ten
7.08	9	True friendship (close companionship)	6.0	6	True friendship
9.89	10	An exciting life (a stimulating, active life)	5.0	5	An exciting life
16.16	18	Salvation (saved, eternal life)	3.0	3	Salvation

provide some guidance in the identification of these needs and the development of programs to meet them. Continuing involvement of agricultural and business leaders as resource persons and as members of advisory committees was deemed essential to the success of this effort.

4) Considerable sophistication was also demonstrated in faculty responses to questions involving Coahoma Junior College's relationship to other institutions of higher education in the service area of the College and in the political context of statewide policies effecting higher education in Mississippi.

Writer's parenthetical note: I was particularly impressed with Past-President Miller's perception of this problem based on his own intimate knowledge of the history and politics of higher education in Mississippi and would recommend to President Martin that an oral history (on tape) be made a part of the resources in the Institutional Research office.

More generally, respondents were somewhat ambivalent in their comments. On the one hand, there were a number of comments to the effect that relationships with other institutions are good, but on the other hand it was noted that "we suffer from overlapping and duplication of services." Competition is perceived as especially damaging in the efforts to recruit full-time academic students whose attendance directly affects the formula under which state aid is allocated. One example reported to me: "A father comes to Coahoma Junior College for a veterans program in the evening but sends his daughter to Delta for full-time study." Members of the Consultant Team were urged to visit one or more of the competitive institutions in the service area to better understand the situation.

5) A related perception has to do with directions which new programming should take. The problem of institutional relationships discussed above in point number four might be constructively helped with more efforts at collaborative offerings.

For example, in the fine arts, theatrical presentations and musical events might be produced cooperatively and presented on each campus involved. Sharing of faculty resources might increase the diffusion of particular forms of expertise. Jurisdictional conflicts might be reduced if lines of communication were strengthened by occasional cross district meetings of faculty members in the same subject matter specialization. Regional meetings of institutional administrators might increase rational problem solving of regional issues affecting higher education.

Our respondents noted that the continuing education community service outreach at Coahoma Junior College probably served not more than 30 percent of the adult members of the population in Coahoma County. This is hardly a representative sample and suggests a combined faculty-administration effort:

a) to create a climate of "greater awareness" of Coahoma Junior College's resources through intensified promotion and recruitment;

b) to appeal to adults, many of whom have already demonstrated a thirst for learning, maturity, high motivation, and dedication to part-time learning, especially in the area of acquiring additional job-related skills;

c) to sharpen faculty perception of new and potentially successful courses meeting new needs. Much of this is already being done but at the risk of repeating the obvious here are some of the concrete suggestions received:

   1) improvement of adult reading skills through an extension of service time after 3:00 p.m. at the Reading Laboratory;

   2) expansion of computer technology programs;

   3) educational workshops and seminars for teachers;

4) courses in income tax preparation;

5) updating of skills among the underemployed;

6) skill training in air conditioning, diesel mechanics, etc.

7) more innovative ideas like the workship on legal systems and head start.

6) It was also suggested that faculty members do their own inventory of resources which go beyond one field of specialization. The inventory might include questions such as:

a) What courses have I taught in my life which are in addition to subjects I am now teaching?

b) What type of course would I most like to teach?

c) Do I have hobbies or extra-curricular interests which someone might like to learn? (bridge, fishing, hunting, tennis, etc.)

Writer's note: This last point is consistent with a current trend in adult education toward individualization of instruction, and the increased demand on learning institutions for brokering services: "I want auto mechanics and will trade with someone who wants to speak Spanish."

7) There were several items in the interview data relating to administration:

a) There was what must be an almost universal hope among faculties everywhere for the streamlining of reporting procedures which will reduce the administrative demands upon Coahoma Junior College faculty.

b) To a one-time Dean of University Extension there was a truly remarkable faculty hope that President Martin will not lose sight of what was his once central concern as the Director of Continuing Education. "Under Martin's leadership Coahoma Junior College achieved a position of leadership in the areas of continuing education and community service." It is important to the institution that this leadership be maintained in his new role as President.

c) Encouraging also is the general optimism in the data that the outlook for CE/CS at Coahoma is good and that, barring unlooked-for disasters, growth is assured.

CHAPTER V

SURVEYS AND ASSESSMENTS--PART B

COMMUNNITY NEEDS

A major effort of the Professor Emeritus Project was that of designing, and implementing an educational needs assessment of the community. Details of the data collection instruments, the training of interviewers, sampling procedures, etc. are given in Appendix D.

Demography

Two hundred thirty-five persons were interviewed in Coahoma, Bolivar, Quitman, and Sunflower counties. These counties respectively contributed 31.49, 29.36, 26.81 and 12.34 percent of the sample population. The respondents were most likely to be young adults from 25 to 44 years of age, slightly more likely to be female (58% of the sample) than male, more likely to be Black (74%), having completed 12 or more years of formal schooling. (Table 2 reports quantitative results.)

Forty-six percent of the population were married and 42 percent were single. More than two-thirds of the sample were employed fulltime.

The maximum annual income of the sample was in the range of 5 to 10 thousand dollars with one-quarter under $5,000, one-fifth over $10,000. A majority of the population had dependent children and planned a major change in their life within the next 5-10 years, such as a change in marital status, employment, or place of residence.

More than 70% of the respondents did not have opportunities for on-job training at the place of their employment and more than 99% expressed a high level desire to continue their education in one or more areas.

In relation to occupational status the majority of the sample population, 58% were in skilled laborer, technical, professional, supervising, or managerial job categories, 15% were in clerical work, 10% were classified as unskilled and only 7% were farmers.

While an attempt was made to obtain a cross-section of the community,

there is reasons to believe that the sample was biased toward those who had higher levels of education and incomes. Nevertheless, the data obtained reveal a high density population with the characteristics associated with persons who are most likely to continue or be motivated to continue their education.

The major obstacles to continuing their education most frequently expressed were the problems of time, money and schedules. In other words the respondents represent busy people with heavy responsibilities to work, family and community. Clerarly, their participation in continuing education will depend upon the capabilities of educational institutions to design and deliver relevant learning opportunities keyed to the time and place preferences of the potential learners. Their participation will also require some kind of financial assistance to help defray the costs of instructional fees, materials, travel, etc. Approximately 44% of the population are willing to travel more than 20 miles to continue their education and nearly 20% would travel more than 50 miles if necessary. A majority of the respondents are willing to devote from 6 to 20 hours a week in continuing their activities and 20 percent are willing to spend more than 20 hours a week to achieve their educational goals.

Learning Priorities

In the tabulation of data on this section of the Survey the attached Table 3 represents the percentage distribution and rank order preference of the sample population for 43 specific educational objectives or areas of learning. It is interesting to note that 50% or more of the respondents expressed that they would probably or definitely participate in 38 of the 43 areas were the opportunities provided to them.

Highest on the list of learning priorities is learning to better manage ones financial resources, consumer education etc. with 99% of the sample expressing that they likely or definitely would participate in such a program. The second highest priority relates to learning to maintain and improve individual and family health. Other high priorities for learning include areas such as family relations (Objective adjustment to aging parents, teenages, etc.); coping skills for everyday living and problems; better access to the resources of local and national government; home beautification; personal appearance and development of life saving skills.

Next in priority as expressed by more than 80% of the respondents are the areas of personal and community value clarification, more effective use of leisure time, and job advancement. Seventyseven percent of the population expressed a high interest in having opportunities for educational counseling regarding the development of job skills, personal potentials, etc. Approximately three-fourths of the population said they would probably or definitely participate in educational programs relating to human relations, personality development and home repair. More than 70% or more of the sample expressed a definite interest in learning to prepare more nutritious needs for their families, learning

to cope with major life-cycle trauma resulting from divorce, death or spearation, learning about more efective parenting and learning new job skills for vocational upward mobility.

Nearly all of the sample employees below the technical/professional levels expressed a desire to acquire the skills needed to advanced to the technical or professional levels in the world of work.

More than one-half of the sample expressed a high interest in completing high school or college degree programs, and improving recreational skills, in studying history or fine arts, and in learning minor care repair, vegetable gardening, sewing, and crafts.

A majority of the sample expressed little interest in or need for the development of basic literacy skills, driver education, improved farming practices, or preparation for parenthood.

Summary

In summary, the sample population need and want a variety of learning opportunities, mostly designed at the upper secondary or college level, which are geared to the important and practical problems and needs of middle adulthood. The members of the sample are definitely interested in continuing their education to improve their social role performance as workers, consumers, users of leisure time, parents, children of aging parents, and responsible citizens who want to contribute to and partake in the improvement of the quality of their communities and the quality of their lives. They want more flexibility in their access to knowledge, they want to learn how to more effectively acquire and process the information they need to solve their problems, and a good number of them want credit toward degrees in return for their intellectual growth and development.

TABLE 2

Location and Characteristics of
the Population Surveyed

I. COUNTY

Sunflower	Quitman	Coahoma	Bolivar	Total
# 29	# 63	# 74	# 69	235
%12.34	%26.81	%31.49	%29.36	100

II. EMPLOYMENT

Foreman/Supervisor

15
% 7.85

Professional

44
% 23.04

Laborer

20
% 10.47

Skilled Laborer

44
% 23.04

Clerical

29
%15.18

Homemaker

18
% 1.42

Farmer

13
% 6.81

Manager/Propietor

8
% 4.19

TOTAL 191

EMPLOYMENT STATUS

Full-Time	Part-Time	Unemployed	Retired	Total
# 157	# 41	# 19	# 13	230
% 68.26	% 17.83	% 8.26	% 5.65	100%

EDUCATIONAL BACKGROUND

Less than 8	8-12	1-2 yrs. Coll.	3-4 yrs. Coll.	Masters
# 14	# 91	# 56	# 55	# 9
% 5.98	% 38.89	% 23.93	% 23.50	% 3.85

Ph.D/Ed.D	Voc. Tech. Certificate	G.E.D.	Total
# 0	# 1	# 8	234
%	% .43	% 3.42	100%

MARITAL STATUS

Single	Married	Divorced	Widowed	Total
# 99	# 107	# 16	# 13	235
% 42.13	% 45.53	% 6.81	% 5.53	100%

DEPENDENT CHILDREN

Yes	No	Total
# 136	# 94	230
% 59.13	% 40.87	100%

HOW MANY

1	2	3	4	5	6	7	8	9	Total
# 35	# 46	# 26	# 15	# 11	# 2	# 1	#	# 3	139
% 25.18	% 33.09	% 18.71	% 10.79	% 7.91	% 1.44	% .72	%	% 2.16	100%

ON-THE-JOB TRAINING Where You Work

Yes	No	Total
# 63	# 149	212
% 29.72	% 70.28	100%

INCOME

Less than $5,000	5-9,999	10-14,999	15-19,999	20-24,999
# 58	# 82	# 51	# 23	# 7
% 25.55	% 36.12	% 22.47	% 10.13	% 3.08

Over 25,000	Total
# 6	227
% 2.64	99.99%

PLAN TO CHANGE PRESENT JOB

Yes	No	Total
# 98	# 118	216
% 47.37	% 54.63	100

CHANGE IN LIFESTYLE

Get Married	Move	If unemployed or in school, get a job	Retire	Total
# 71	# 93	# 21	# 42	227
% 31.28	% 40.97	% 9.25	% 18.50	100

HEARD ABOUT COLLEGE

Yes	No	Total
# 208	# 27	365
% 88.51	% 11.49	100

EXAMPLES

1st 2-years	Secretarial Training	Mechanics	Total
# 159	# 101	# 105	365
% 43.56	% 27.67	% 28.77	100

OBSTACLES TO LEARNING

Money	Time	Work	Distance	Age	Family	Transportation
# 48	# 59	# 43	# 8	# 13	# 34	# 17
% 19.51	% 23.99	% 17.48	% 3.25	% 5.29	% 13.82	% 6.91

Health	None	Other	Total
# 2	# 22		246
% 6.91	% .81		100

WAY YOU WOULD BEST LIKE TO LEARN

Courses/Classes	Workshops	Correspondence	On-The-Job-Training
# 144	# 111	# 45	# 120
% 25.22	% 19.44	% 7.88	% 21.02

Organized and Systematic Reading	ETV	Meetings	From Friends	Total
# 13	# 40	# 53	# 45	571
% 2.28	% 7.00	% 9.28	% 7.88	100

ACTIVITIES INVOLVED IN THE PAST YEAR:

Courses/Classes	On-The-Job-Training	Workshops	Meetings
# 39	# 40	# 42	# 13
% 22.94	% 23.53	% 24.71	% 7.65

Club	ETV	Church	None	Correspondence	Total
# 1	# 3	# 5	# 23	# 4	170
% .59	% 1.76	% 2.94	% 13.53	% 2.35	99.99

PLACES YOU WOULD LIKE TO LEARN

School	On-The-Job-Training	Workshop	Classes	Meetings
# 65	# 74	# 45	# 57	# 21
% 22.41	% 25.52	% 15.52	% 19.66	% 7.24

ETV	Community College	Church	Total
# 16	# 3	# 9	290
% 5.52	% 1.03	% 3.10	100

NUMBER OF ORGANIZATIONS YOU BELONG TO:

1	2	3	4	5	6	7	8	None	Total
# 90	# 53	# 27	# 9	# 5	# 2	# 1	# 3	# 40	230
% 39.13	% 23.04	% 11.74	% 3.91	% 2.17	% .87	%43	% 1.30	% 17.40	99.99

LEADERSHIP ROLE:

Yes	No	Total
# 100	# 135	235
% 42.55	% 57.45	100

SEX

Male	Female	Total
# 99	# 136	235
% 42.13	% 57.87	100

AGE

16-24	25-44	45-64	Over 65	Total
# 83	# 109	# 35	# 8	235
% 35.32	% 46.38	% 14.89	% 3.40	99.99

RACE

Black	White	Other	Total
# 173	# 62	#	235
% 73.62	% 26.83	%	100

Table 3
FINDINGS OF THE COMMUNITY NEEDS ASSESSMENT SURVEY
Pt. B "Things I Would Like to Know"

Item	Need Statement	RANK		PARTICIPATION							
		#	%	#	%	#	%	#	%	#	%
1)	Learning to make your money go farther, buy more, last longer	1	99	174	75	56	24.14	2	.86	0	0
2)	Learning to keep healthy at all times.	2	97	179	76.17	48	20.42	5	2.13	3	1.28
3)	Learning to understand and help aging parents or other older persons	3	96	139	59.40	86	36.75	8	3.42	1	.43
4)	Learning to solve problems of daily life. (What to do if you can't meet the payment of a utility bill; coping with illness)	4	89	119	51.07	89	38.20	20	8.58	5	2.15
5)	Learning to help make your community a better place to live and help solve its problems. (transportation, medical services, unemployment, sanitation, etc.)	4	89	109	46.38	101	42.98	23	9.79	2	.85
6)	Learning to get along better with teenagers in the family or in the neighborhood.	4	89	124	52.99	84	35.90	21	8.97	5	2.14
7)	Learning about various places to put your savings	7	87	133	57.08	80	34.33	17	7.30	3	1.29
8)	Learning more about how your local and county government works ...and how to make it more responsible to you.	7	87	107	45.73	96	41.02	27	11.54	4	1.71
9)	Learning how to make home more beautiful inside and out.	7	87	140	59.83	64	27.35	27	11.54	3	1.28

FINDINGS OF THE COMMUNITY NEEDS ASSESSMENT SURVEY

Pt. B "Things I Would Like to Know"

Item	Need Statement	RANK		PARTICIPATION					
		#	%	#	%	#	%	#	%
10)	Learning to feel younger and improve your knowledge of good grooming practices.	10	86	132	56.65	69	29.62	24	10.30	8	3.43
11)	Learning to give life-saving treatments (choking, drowning, etc.)	10	86	126	53.62	77	32.77	28	11.91	4	1.70
12)	Learning more about government programs like unemployment compensation, veterans benefits, food stamps, emergency medical care.	12	84	106	45.11	92	39.15	28	11.91	9	3.83
13)	Having the opportunity to think about and discuss with others, personal and community values and standards.	13	82	78	33.62	112	48.28	27	11.64	15	6.46
14)	Learning to get more out of your leisure time.	14	81	107	46.32	79	34.20	28	12.12	17	7.36
15)	Learning how to advance in your work.	14	81	130	56.52	57	24.78	25	10.87	18	6.83
16)	Having the opportunity to discuss with a counselor educational plans, vocational opportunities, further development of you own potential.	16	77	77	33.48	100	43.48	30	13.04	23	10.00
17)	Learning to deal with and understand your emotions.	17	76	102	43.59	76	32.48	42	17.95	14	5.98
18)	Learning to get along better with other people and to develop your own personality.	18	75	104	44.26	72	30.64	51	21.70	8	3.40

FINDINGS OF THE COMMUNITY NEEDS ASSESSMENT

Pt. B "Things I would like to know"

Item	Need Statement	RANK		PARTICIPATION							
		#	%	#	%	#	%	#	%	#	%
19)	Learning home repair.	19	74	101	43.35	71	30.47	48	20.60	13	5.58
20)	Learning to prepare nutritious meals for your family.	20	71	116	50	49	21.12	49	21.12	18	7.76
21)	Learning to adjust to separation (divorce or death of a partner) and/or how to be a more effective parent if you have sole responsibility for one or more children.	21	70	85	36.96	76	33.04	38	16.52	31	13.48
22)	Learning new job skills so you can get a new or different job.	21	70	108	46.15	55	23.50	50	21.38	21	8.97
23)	Learning the skills to qualify as a technician, craftsman or para-professional.	23	68	81	34.91	76	32.76	34	14.66	41	17.67
24)	Learning how to help your children do better in school.	24	56	124	53.45	30	12.93	11	4.74	67	28.88
25)	Learning about "family planning".	25	65	88	38.43	60	26.20	39	17.03	42	18.34
26)	Learning about the history of my church.	25	65	86	36.91	66	28.33	67	28.76	14	6.00
27)	Learning how to begin making plans for retirement.	27	64	72	32.00	73	32.44	27	12.00	53	23.56
28)	Learning to be a better parent.	27	64	111	48.68	34	14.91	17	7.46	66	28.95

Item	Need Statement	RANK		PARTICIPATION							
		#	%	#	%	#	%	#	%		
29)	Learning to improve skills in outdoor sports and recreation... hunting, fishing, soft-ball, etc.	29	63	74	31.76	72	30.90	52	22.32	35	15.02
30)	Learning to trace your family roots.	30	62	90	38.79	54	23.28	72	31.03	16	6.90
31)	Learning to grow and preserve vegetables for home use.	31	61	82	36.77	74	24.36	57	25.56	10	4.48
32)	Learning how to do minor service on and repair of your car.	32	60	63	27.04	77	33.05	44	18.88	49	21.03
33)	Learning new skills in art, drama, music, poetry appreciation, etc.	32	60	68	29.06	72	30.77	58	24.77	36	15.40
34)	Learning how to improve your sewing skills and make clothes for yourself and/or	32	60	95	40.60	45	19.23	55	23.50	39	16.67
35)	Learning about the history of your county... or of some other place.	35	56	75	32.05	57	24.36	82	35.04	20	8.55
36)	Learning arts and crafts such as flower arrangement, leather working, cake decorating, etc.	36	55	77	32.90	51	21.80	67	28.63	39	16.67
37)	Acquiring a High School diploma and/or a college degree.	37	53	89	38.70	33	14.34	19	3.26	89	38.70
38)	Learning to speak some other language than English.	38	50	74	31.49	43	18.29	59	25.11	59	25.11

Item	Need Statement	RANK		PARTICIPATION							
		#	%	#	%	#	%	#	%	#	%
39)	Learning to operate a business more effectively.	39	49	69	30.53	41	18.14	39	17.26	77	34.07
40)	Preparing to become a father or a mother for the first time.	40	40	51	21.99	41	17.67	14	6.03	126	54.31
41)	Learning to drive or to pass a driver examination.	41	32	56	24.56	17	7.46	23	10.09	132	57.89
42)	Learning how to improve your farming practice.	42	27	35	15.40	27	11.95	32	14.16	132	58.40
43)	Learning to read and write and do arithmetic.	43	25	41	17.98	15	6.58	22	9.65	150	65.79

Chapter VI

IMPRESSIONS AND OBSERVATIONS OF THE CONSULTANT TEAM

The experiential learning of the consultants is part of the Emeritus Project record and is reported in this chapter. While there are important substantive elements which are involved in these comments, primary emphasis is on the procedural aspects of the communication processes involved in the Emeritus Project.

Our collective hope is that, as this project continues and other projects are formulated and funded, faculty involvement and institutional management officers may be aided by what we have gathered from our own learning experiences on this campus.

1) The ingenious combination of doctoral study by a Coahoma Junior College Diector of Continuing Education and two Emeritus Consultants highlighted the actual potential of this Report. The further involvement of the doctoral candidate's major Professor on the consultant team of the Emeritus Project further assured that the research undertaken would be relevant to the institutiton's real needs.

2) The consultants, in spite of wide and varied adult education experience in the U.S. and abroad, anticipated that the Cohoma Junior College assignment would generate unusually difficult communication problems. The fact that these difficulties did not materialize is testimony to the humanistic characteristics of the Coahoma Junior College faculty and administration.

3) It is noteworthy that at the outset of the Emeritus Project numerous experiential bridges were already in existence within the consultant team and between the team and the institution. While neither of the Emeritus members had visited the Coahoma Junior College campus prior to their appointment, both had extensive involvement in the Southeastern Region of the U.S. occupationally and in consultant capacities. The representative from Florida State was the linking pin between the Coahoma Junior College Administration and the external Emeritus Consultants.

4) As Chapter III on Project Activities amply demonstrates, there was no dearth of opportunities for exposure to the Coahoma

Junior College way of learning. Consultant visits were arranged both singly and in toto. As more and more acquaintances and friendships were created, internal blockages to communication were correspondingly reduced.

5) The strong commitment within the Consultant Team to the importance of institutional and professional autonomy led to non-directive approaches to data gathering. Hence, this whole report represents an effort to place before the Coahoma Junior College a mirror which hopefully reflects the true image of the institution.

6) It is important to note that, without a President whose commitment to continuing education had been amply demonstrated over a period of years, this study could not have been started, let alone completed. Nor would there be any sustained hope for implementation of the recommendations included in this report.

7) There are enough favorable odds in the Coahoma Junior College's crystal ball to justify the consultants' expectation that the findings of the Emeritus Project will continue to influence the direction and continuation of institutional development throughout the critical years ahead.

Appendices

A. Information Requested by the Consulant Team

B. Selected Activities -- Information Given to Faculty and Staff

C. Guide to Faculty and Staff Interviews

D. Materials Used in "Needs" Survey

E. Instrument for Business and Industry Survey

F. Suggestions Re Professional Development in the Coahoma College Faculty and Staff

G. General Information About the Four County Coahoma Junior College Service Area

Information requested by
the consultant team
and to be supplied by
the college

1) A copy of the study done by the School of Business Administration about two years ago on the educational needs of the business community in Coahoma County;

2) Any other relevant surveys;

3) Any manpower projections for the four county area that may have been made by the Urban League, Manpower agencies, etc.;

4) Roster of the individuals who have participated in our weekend meetings. (name, position, mailing address) (i.e., Martin, Miller, Barnes, Smith, Reynolds, Epps, Nealy, etc., etc.);

5) Information about the special interests and talents of members of the Continuing Education Advisory Committee, particularly as they relate to facilitating community linkages;

6) Faculty resource identification. (name, field, and special or outstanding talents of current faculty members that may relate to the purposes of the project, such as experience in conducting special surveys, etc.);

7) The name of the individual who will serve as on-campus facilitator of the project and assume responsibility for making meeting arrangements, setting up appointments, facilitating inter-university communication, etc.;

8) Names of key alumni in the county who may have project-related capabilities;

APPENDIX A

Letter from President Martin

to Faculty and Staff

For the past three days, we have had a visiting team of consultants on campus to assist the college in developing a plan for the President Emeritus Project for which the college has received a grant of $21,000 from SDIP.

The chairman of this special task force is a frequent visitor to this campus and is already known to some of you. Dr. George Aker is Professor, Adult Education at Florida State University and for many years has served as visiting consultant not only to many institutions and communities in the South but also as an international consultant to developing countries in Southeast Asia and to Venezuela. The other two members of the team are both retired. Bob Luke, now living in Sarasota, Florida, was formerly Director of an In-Service Research Program for the National Education Association in Washington, D.C. Paul Sheats from the University of California at Los Angeles was Dean of Extension for the University of California Extension and is still an Emeritus Professor of Adult Education at UCLA. Dr. William Nealy of Texas Southern who has a continuing relationship to Coahoma has joined the task force and will try to arrange his regular visits to our campus to coincide with the visiting team's schedule of future visits.

The visit just concluded was devoted primarily to developing with our own staff a program for the next nine months. I should report to you that I have known all members of this resource team for a number of

years and I can assure you from first-hand knowledge that their primary role as they and we perceive it will be to facilitate the process of involving both faculty members and community leaders in developing a plan which will enhance and extend the capability of the college to better perform its mission.

The expectation is that members of the resource team will be on campus frequently enough in the next nine months to keep in close touch with program planning activities in which we invite all of you to participate. Your participation is crucial to the success of the whole project:

1) since it is expected that student volunteers may assist in data collection on community needs, recruitment or these volunteers will require faculty help and advice

2) interpretation of this special program to the community can be facilitated by faculty

3) assistance in the analysis and interpretation of data collected will certainly be greatly aided by faculty involvement

Dean Charles Reid will serve as liaison officer to the visiting team and I know from what has transpired during this first visit that the major task for the immediate future is getting help from our faculty in setting or modifying our own institutional objectives. Meanwhile, Joel Davis, who is currently on leave for graduate study at FSU, will be working with Professor Aker in the preparation of detailed plans for the establishment on the Coahoma campus of an Institutional Research office which will include a Resource Center for Continuing Education.

APPENDIX B

X4MISC/A

The consultant team especially requested me to express on their behalf sincere thanks to all those members of the administrative staff who have helped to orient them and especially for the background supplied by President Emeritus Miller in the initial meeting of the team.

McKinley C. Martin
President

APPENDIX B

INSTRUMENT FOR FACULTY SURVEY

GUIDE TO FACULTY AND STAFF INTERVIEWS AT COAHOMA JUNIOR COLLEGE

March 24 - 28, 1980

Person Interviewed: _____ Date_____

Title: _____ M F

Field of Specialization: _____

Years worked at Coahoma Junior College: _____

(1) If you had free choice in the matter, how much time would you give the following:

	More than now	Same amount	Less than now
Classroom instruction	___	___	___
Your own graduate education	___	___	___
Research or professional writing	___	___	___
Administrative activities	___	___	___
Professional association work	___	___	___
Community service	___	___	___
Personal affairs	___	___	___
Student interaction outside class	___	___	___
Conferring with colleagues	___	___	___
Reading student papers or tests	___	___	___
Planning instruction	___	___	___
Presenting recitals or lectures outside of class	___	___	___

(2) How would you rate the qualities that students should gain from a two-year college education?

	Very Important	Less Important
Knowledge and skill directly applicable to their careers	___	___
An understanding and mastery of some academic discipline	___	___
Preparation for further formal education	___	___
Self-knowledge and a personal identity	___	___
Aesthetic awareness	___	___
Knowledge of and interest in community and world problems	___	___

(continued on next page)

(3) How do you feel about the following:

1	2	3	4	5
Strongly Agree	Somewhat Agree	Don't Know or No Opinion	Somewhat Disagree	Strongly Disagree

a. Overall, this institution's administration is creative and effective.
Score for alternatives listed above ____

b. This college should be actively engaged in community services.
Score for alternatives listed above ____

c. Teaching students in occupational and remedial programs is different from teaching academic and transfer students.
Score for alternatives listed above ____

d. Career education and occupation training should be the major emphasis in today's community college.
Score for alternatives listed above ____

e. Growth is a never-ending process and should be a continuous quest.
Score for alternatives listed above ____

f. Knowledge in my field is expanding so fast that I need further training in order to keep up.
Score for alternatives listed above ____

(4) Below is a list of 18 values* arranged in alphabetical order. We are interested in finding out the relative importance of these values to you. Study the list carefully and pick out the one value which is the most important to you. Place a 1 on the blank line to the left of this value and cross it off your list. Look at the remaining 17 values; which is second most important for you? Place a 2 next to this value and cross it off your list. Look at the remaining 16 values and rank them in order of importance. The value which is least important should be ranked 18th.

_____ A comfortable life (a prosperous life)
_____ Equality (brotherhood, equal opportunity for all)
_____ An exciting life (a stimulating, active life)
_____ Family security (taking care of loved ones)
_____ Freedom (independence, free choice)
_____ Happiness (contentedness)
_____ Inner harmony (freedom from inner conflict)
_____ Mature love (sexual and spiritual intimacy)
_____ National security (protection from attack)
_____ Pleasure (an enjoyable, leisurely life)
_____ Salvation (saved, eternal life)
_____ Self-respect (self-esteem)
_____ A sense of accomplishment (lasting contribution)
_____ Social recognition (respect, admiration)
_____ True friendship (close companionship)
_____ Wisdom (a mature understanding of life)
_____ A world at peace (free of war and conflict)
_____ A world of beauty (beauty of nature and the arts)

*Rokeach Terminal Values Scale (Rokeach, 1968a).

(continued on next page) APPENDIX C

Open-ended questions:

1. How do continuing education and community service students differ, if at all, from day students? How representative are continuing education/community service students of the population of Coahoma College as a whole?

2. Have you taught continuing education courses or conducted community service activities? If so, what?

3. How would you assess the following:

   (a) The quantity and quality of continuing education courses in the Coahoma Junior College?

   (b) Are there opportunities in the College's service area for educational services not now available? Please illustrate!

4. How would you assess the relationship between Coahoma Junior College and other higher education institutions in the four-county area? Can you suggest ways in which these relationships might be improved?

Materials Used in Needs Survey

Coahoma Junior College Program Planning Guide
Instructions to Interviewers

1) Introduce yourself. Show your student I.D. card and the letter from President Martin.

2) In explaining the purpose of the survey, emphasize that Coahoma Junior College wants and needs the help of a number of representative individuals in the counties it serves as a means of planning a program that will reach out and serve as many citizens as possible. (If the use of the word "college" throws some of the individuals you talk to, give them some examples of the programs presently offered which are available to individuals with less than a high school education.)

3) Assure the interviewee that the information he or she gives is confidential. You will not write down his/her name and address unless the person you are talking to so requests.

4) Indicate that the interview will take between 30 and 45 minutes.

5) Begin the interview by saying you want to first ask some questions that will describe (but not identify) the person to whom you are talking.

6) See if there are any questions the interviewee wants to ask you.

7) Ask questions on part A. (Do not "reward" or "punish" responses by saying "good" ... "too bad" ... "I'm sorry to hear that" ...

8) Before you begin part B, hand the card marked "Part B" to the interviewee. Ask him/her to respond to each question by giving you the number which corresponds to his/her level of interest. For any who cannot read, explain the meaning of the symbols on the card.

9) If, in your opinion, a question does not apply, do not ask it. Instead, write NA (not applicable) in the space provided for an answer.

10) The questions in "Part C" are broad enough to encourage a conversational answer, yet many are structured enough to enable you to categorize responses. If you need to prompt by citing some or all of the responses indicated, do so. However, if you have a self-starter or a highly verbal person, let them do it alone.

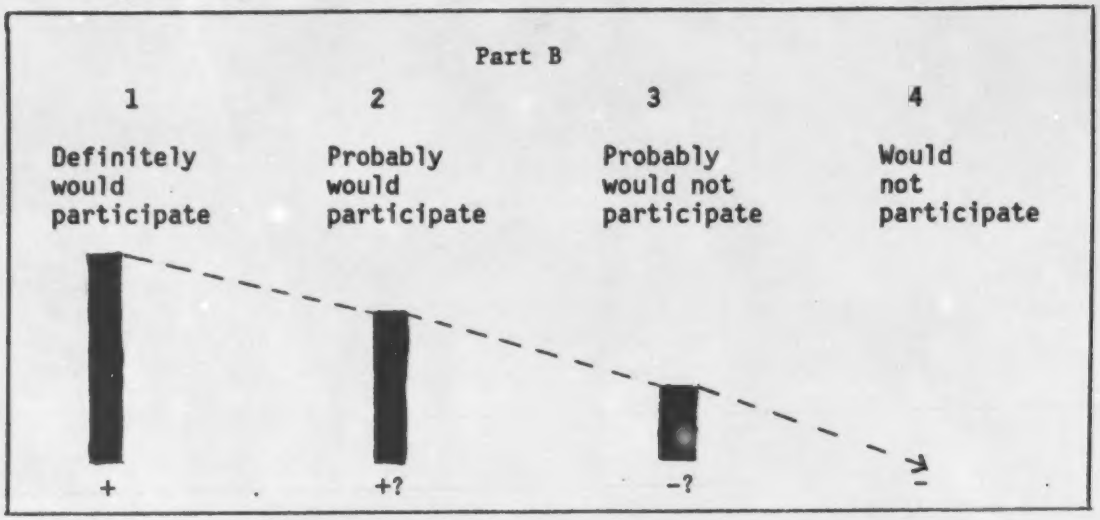
11) At the conclusion of the interview, ask if the respondent now has some question to ask you. Thank him or her and suggest they watch the newspaper next fall for stories on the result of the survey.

12) Part D is to be filled out by you after the interview has been completed.

APPENDIX D

X4MISC/A

Response key to be used in connection with Part B of the survey



Coahoma Junior College Program Planning Guide

Part A

THIS IS WHO I AM

1) How long have you lived in _____ county? (No. of years)_____
(name of county)

2) Where did you live before you moved here? (Name, of state or, if in Mississippi, name of county)_____

3) How would you describe the kind of work you do? (Note to interviewer: Fit answer into one of the following classifications).

_____Foreman or supervisor
_____Professional (teacher, policeman, nurse)
_____Laborer (field hand, etc.)
_____Skilled laborer (carpenter, driver, etc.)
_____Clerical (office worker, sales person)
_____Homemaker
_____Farmer
_____Manager/Proprietor
_____Other (state)
_____

a. (If farmer) Do you own your own farm? Yes_____ No____

b. (If employed) Where are you employed? _____

4) (If not already evident from answer given to 3 above, then ask) Do you work at your job?

_____Full-time
_____Part-time
_____Unemployed
_____Retired

5) How far did you go in school?

( ) Less than 8th grade
( ) 8-12
( ) 1-2 years college
( ) 3-4 years college
( ) Masters Degree
( ) Ph.D./Ed.D.
( ) Vocational/Technical Certificate
( ) GED Certificate

6) Are you single_____ married_____ divorced_____ widowed_____?

7) (If applicable) Do you have dependent children at home? Yes_____ No____

8) If "Yes", how many? _____

9) Is there an on-the-job training program where you work? Yes____ No____

10) If "Yes", briefly describe any training programs in which you have been enrolled.

11) (Note to interviewer: Indicate to individual being interviewed that it would be helpful if they supplied the following information but that it is not required). What, in round numbers, is the family income level?

( ) $15,000-$19,999
( ) $20,000-$24,999
( ) over $25,000
( ) Less than $5,000
( ) $5,000-9,999
( ) $10,000-$14,999

Part B

THINGS I WOULD LIKE TO KNOW

Note to interviewer: Ask each interviewee to what extent he or she would participate in the following educational programs if they were conveniently arranged to fit his/her time schedule and budget. Skip if not applicable. (NA)

	1 Definitely would participate	2 Probably would participate	3 Probably would not participate	4 Would not participate
1) Learning to keep healthy at all times.				
2) Learning how to help your children do better in school.				
3) Learning to get along better with teenagers in the family or in the neighborhood.				
4) Learning to understand and help aging parents or other older persons.				
5) Learning to feel younger and improve your knowledge of good grooming practices.				
6) Learning how to make home more beautiful inside and out.				
7) Learning to prepare nutritious meals for your family.				
8) Learning to trace your family roots.				
9) Learning how to advance in your work.				
10) Learning to make your money go farther, buy more, last longer.				
11) Learning about various places to put your savings				
12) Learning to grow and preserve vegetables for home use.				
13) Learning about the history of your county... or of some other place.				
14) Learning more about how your local and county government works ... and how to make it more responsible to you.				

	Definitely would participate	Probably would participate	Probably would not participate	Would not participate
15) Learning how to improve your farming practice.				
16) Learning to be a better parent.				
17) Learning to read and write and do arithmetic				
18) Learning to solve problems of daily life. (What to do if you can't meet the payment of a utility bill; coping with illness)				
19) Learning how to do minor service on and repair of your car.				
20) Learning new job skills so you can get a new or different job.				
21) Learning more about government programs like unemployment compensation, veterans benefits, food stamps, emergency medical care.				
22) Learning how to improve your sewing skills and make clothes for yourself and/or				
23) Learning arts and crafts such as flower arrangement, leather working, cake decorating, etc.				
24) Learning home repair.				
25) Learning to help make your community a better place to live and help solve its problems. (transportation, medical services, unemployment, sanitation, etc. etc.).				
26) Learning to give life-saving treatments (choking, drowning, etc.)				

	Definitely would participate	Probably would participate	Probably would not participate	Would not participate
27) Learning to drive or to pass a driver examination.				
28) Learning to get more out of your leisure time.				
29) Learning how to begin making plans for retirement.				
30) Acquiring a High School diploma and/or a college degree.				
31) Learning to operate a business more effectively.				
32) Learning to get along better with other people and to develop your own personality.				
33) Learning about the history of my church.				
34) Learning new skills in art, drama, music, poetry appreciation, etc.				
35) Preparing to become a father or a mother for the first time.				
36) Learning to deal with and understand your emotions.				
37) Learning to improve skills in outdoor sports and recreation... hunting, fishing, soft-ball, etc.				
38) Learning to speak some other language than English.				
39) Learning about "family planning."				
40) Having the opportunity to discuss with a counselor educational plans, vocational opportunities, further development of your own potential...				
41) Having the opportunity to think about and discuss with others, personal and community values and standards.				
42) Learning to adjust to separation (divorce or death of a partner) and/or how to be a more effective parent if you have sole responsibility for one or more children.				
43) Learning the skills to qualify as a technician, craftsman or para-professional.				
44) What else? (What are you interested in learning about we forgot to list?)				

Part C

YOUR THOUGHTS AND FEELINGS ABOUT EARNING AND LEARNING

1) Tell me a little about your future plans. For example, during the next 5-10 years.

   a. Do you plan to change your present job? Yes_____ No_____

   b. How about a change in life-style? For example

   _____get married
   _____move to a larger (or smaller) community
   _____retire
   _____(if unemployed or in school) get a job
   _____(other)_____
   _____(other)_____
   _____(other)_____

2) (If presently unemployed). What do you think are the main reasons you are now out of work?

3) Since Coahoma Junior College is sponsoring this survey, I would like to know what you know about the college.

   a. Have you heard about the college before? Yes____ No_____
   (If "Yes, ask parts b - e. If "No" skip to question 4)

   b. Give me a couple of examples of the kinds of educational programs you know Coahoma Junior College has to offer/ For example:

   _____first two years of college
   _____secretarial training
   _____auto mechanics
   _____(write in whatever other programs are mentioned even if a program is mentioned you know is not presently offered)

   _____

   c. As specifically as you can, tell me which (no more than three) of the topics you indicated earlier that you wanted to learn about you think CJC can help you with the most.

   _____
   _____

   d. Which educational interests of yours do you think some other school (group, organization, agency) could help you with more?

subject or need	school or other agency
_____	_____
_____	_____
_____	_____

e. What one main suggestion would you like to give to those in charge at CJC on how they could change and/or expand its present program to better meet your educational needs?

4) To what extent would you be interested in some educational and or job counseling? (Talking over you goals, needs, aspirations with someone who knows about all of the educational and training resources in the county?) (Omit if this information volunteered earlier).

5) In view of all we talked about up to now, what are the two most important obstacles which would keep you from learning more about that which interests you?

a. _____
b. _____

6) I am now going to read you a list of some of the ways a church, club, employer, government agency, school or community-college can arrange for people to learn. After I read them (you can looks at them if you want to) tell me the two or three ways you think would find most interesting and helpful.

_____ courses or classes
_____ workshops
_____ correspondence programs; home-study
_____ on-the-job training
_____ organized and reasonably systematic reading on a particular subject
_____ educational radio and/or TV
_____ attending meetings of a club, organization, political party, etc.
_____ learning from friends or neighbors with the help of a group or discussion leader.

7) Which of the above activities were you involved in over the past year and in what kind of an agency, school, church, etc.?

Activity	Sponsor
_____	_____
_____	_____
_____	_____

8) In the question I asked you just before the last one, I mentioned a number of places a person can go to study or learn. (Review list in question 6 if necessary). Thinking about your own particular situation, in which two kinds of locations would you best like to learn?

a. _____
b. _____

9) Why did you answer as you did?

10) To how many organizations or groups (church, clubs, lodges, fraternities, etc.) do you belong?

11) Do you have a leadership role (hold office or serve on a committee) in any one or more of these organizations? Yes_____ No_____

12) What is the furthest distance you would travel to study what you are interested in?

13) How many hours per week would you be willing to spend on these kind of activities?

INTERVIEWER SUPPLIED DATA

1) Please provide a brief summary of the interview process. (Any difficulties encountered in finding respondent at home, other folks listening in, frequent interruptions, etc. Did interviewee seem relaxed and happy to cooperate or somewhat resentful ... or anxious. Do you think the interview was successful in generating new or renewed interest in CJC. ETC. ETC.

2) Personal data respondent

Sex: ( ) Male ( ) Female

Age:
( ) 16-24
( ) 25-44
( ) 45-64
( ) over 65

Race:
( ) Black
( ) White
( ) Other

OPTIONAL

3) If respondent volunteered his or her name so as to receive information about the survey's findings, or about the college, please list below.

Name _____

Address _____

_____

_____

INTERVIEWER INFORMATION

Name: _____

Home Address: _____

Home Telephone: _____

Room # in Dorm: _____

Where could you conduct interviews?

County: _____

Community or Area: _____

Hours Available: (Time) _____

Days Available: _____

APPENDIX D

INSTRUMENT FOR BUSINESS AND INDUSTRY SURVEY

Name of Business/Industry _____

Type of Business/Industry _____

Number of Employees _____

1) Does your organization currently have any employee training programs of its own?

_____ Yes

_____ No

If yes to Question 1, please answer questions 2-4. If no, please proceed to question 5.

2) About how many employees were enrolled in this (these) programs during the last year?

_____ none

_____ 1-10

_____ 11-20

_____ over 20

3) Would you describe these courses as being: (check all that apply)

____Vocationally related

____Occupationally related

____Technically related

____College courses

____Other (Please specify) _____

_____Personal development

_____Basic studies

_____GED preparation

_____Business related

4) This training is conducted:

____On the premises

____Off the premises

_____Both

APPENDIX E

5) Does your organization provide any type of guidance or referral service for employees who may be interested in furthering their education?

_____ Yes

_____ No

If yes to question 5, please answer number 6. If no, proceed to question 7.

6) Please check the guidance and/or counseling service provided your employees.

_____ Occupationally

_____ Personal problems

_____ Human relations

_____ Other (please specify)

7) About how many of your employees are involved during the course of a year in some kind of adult (continuing) education activity?

_____ None

_____ 1-10

_____ 11-20

_____ over 20

8) What are the educational requirements for the various jobs in your organization? (Please check as many as apply)

____None

____High school/GED certificate

____Master's degree

____Technical Certificate

____Other (please describe) _____

9) Does your organization provide any financial assistance to help defray tuition or related expenses for employees in educational courses or programs.

____Yes

____No

If yes to question 9, please answer 10 and 11. If no, proceed to question 12.

10) Please check the condition/s under which financial aid is given to employees:

_____ Return to job for a specified time
_____ For job advancement
_____ To perform better on present job
_____ Other (please specify)
_____

11) What additional incentives, if any, does your organization offer your employees in order that they may pursue further education?

_____ Work-release time
_____ Pay increase
_____ Increased leadership role
_____ Extended holidays
_____ Other (please specify)
_____

12) In your opinion, what is/are the most important reason/s why your employees might not participate in further education. Check as many as applicable.

_____ Job responsibilities
_____ Home responsibilities
_____ Health reasons
_____ Expense
_____ Too little time to devote to study
_____ Age
_____ Other
_____

13) Does your organization cooperate with any educational institution in preparing and teaching courses and programs specifically designed for your employees.

____Yes
____No

If yes to question 13, please answer questions 14 and 15. If no, proceed to number 16.

14) Is that institution a:

____Junior college
____Senior college
____Private organization
____Other (please specify)_____

APPENDIX E

15) With regard to these courses or programs in which your employees enroll(ed), how would you assess your satisfaction with the results of this (these) educational programs?

_____ Very satisfied
_____ Satisfied
_____ Dissatisfied
_____ Very dissatisfied

We are interested in the extent to which organizations like yours view Coahoma Junior College as an important provider of continuing education:

16) In your view, and thinking, particularly of the next 5-10 years, what are (would be) the major incentives for establishing close working relationships with Coahoma Junior College wherein it would provide continuing education services to your employees?

_____ its easy accessibility
_____ The institution's willingness to provide continuing education services to my (our) employees
_____ the institution's commitment to continuing education
_____ a need for my (our) employees to enroll in continuing education courses to upgrade their skills
_____ Other (please specify) _____

17) In your view, and thinking particularly of the next 5-10 years, what are (would be) the major impediments to establishing close working relationships with Coahoma Junior College wherein it would provide education services to your employees?

____ a lack of concern on the part of the institution to provide continuing education services

____ my (our) employees will not need to enroll in continuing education courses to upgrade their skills.

____ unawareness of the services of the college

____ other (please specify)_____

18) Please check, from the suggestion given below, that/those suggestions

you have as to the curriculum content of an adult education program that would be of particular importance and benefit to your employees. Again, keep in mind those competencies that you feel are likely to significantly increase in importance within your organization in the next 5-10 years.

_____ management related
_____ personnel development
_____ vocational related
_____ technically related
_____ other (please specify)_____

_____ human relations
_____ supervisory related
_____ manufacturing and production
_____ salesmanship

19) There are a number of ways in which employees can learn more about the things they may want to learn. If you were given a choice, which one of the following best describes the way you would like to have your employees learn.

___Conventional courses or classes offered by an educational institution

___Individualized lessons from teachers including home study

___On the job training

___Lessons from reading (how to do it, etc.)

___Learning from friends or fellow employees

___Learning from radio and/or TV programs

___Short-term workshops, seminars

___Other (please describe) _____

20) DIRECTIONS: Please circle the one level of agreement for each statement which best reflects your attitude/feeling about Coahoma Junior College.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

a) There are employees in my/our organization whose productivity would improve through their enrolling in continuing education classes.

5 4 3 2 1

b) If programs to assist my/our employees in up-grading their skills are started by Coahoma Junior College, my/our employees could attend.

5 4 3 2 1

c) Coahoma Junior College should assist business and industry in the clarification and solution of future employment problems.

5 4 3 2 1

d) If made available, I/we would take the opportunity to discuss, with a trained professional from Coahoma Junior College those educational programs which now exist at the College that would be beneficial to my/our employees.

5 4 3 2 1

e) I/we have tried, on accasion, to discuss the future educational needs of my/our employees with a representative of Coahoma Junior College.

5 4 3 2 1

f) There is rapid employee turnover in my/our business because of increased technological changes.

5 4 3 2 1

g) The programs presently operated by Coahoma Junior College are adequate to meet the future educational needs of my/our employees.

5 4 3 2 1

APPENDIX F

A few ideas re

PROFESSIONAL DEVELOPMENT
AS IT RELATES TO
The Coahoma Community College Faculty

Introduction

It is the responsibility of the consultants to arrange the data collected during the Emeritus project in such ways as it can be given meaningful interpretation by the CJC faculty and administration.

There are at least two parallel channels along which the CJC staff can view the data. One, its implications for program development; two, its implications for staff development. These are not, however, independent tasks but tasks that are closely inter-related.

There are numerous ways in which the college staff could be involved in working on these tasks. What follows is not a "plan" or a "design" but rather some ideas about planning/training components which can hopefully be used as building blocks by those who have the final responsibility for seeking funding for CJC staff development.

****

A) One approach to the initial involvement of the CJC staff in thinking about program implications would be the scheduling of a series of one-day workshops for those who are interested in working with the data. While attendance would be voluntary, there should be a released time arrangement or other incentive to compensate those who elect to participate.

Assuming that a display of the data had already been made available to each participant, small heterogeneous groupings of staff would be invited to collectively analyze the data in some depth and then begin the formulation of one or more suggestions for program extension growing out of their analysis of the data before them. Each group would be asked to submit its description of a new or revised program in accordance with the following outline:

1) A sufficiently detailed description of the program to assure general understanding. This would include such information as credit or non-credit, on or off cmapus, how students would be recruited, cooperation required with other agencies, what programs (if any) it might be replacing ro amending, etc.

2) The rationale for undertaking the proposed program. (Purposes and objectives in terms of unmet needs and the college's overall objectives. Explanation of classes or activities which the proposed activity would replace, change or expand).

3) Program standards to be maintained. (These, presumably would vary widely depending upon the nature of the proposed program, the clientele served, and its overall purpose).

4) The kinds of learning activities the students would engage in.

5) The qualifications and needed skill level of the teaching staff in terms of activities indicated in 4 (above).

Professional development - 2.

To provide realistic boundaries on the one hand - and assure maginative conceptualization on the other - the participants would require three kinds of background information.

1) A thorough understanding of the source of the data, its limitations and promises, and relevant findings from other studies.

APPENDIX F

2) Obvious administrative restraints in terms of costs, geographical limitations, support requirements, etc.

3) Acquaintanceship with new horizons in community college programming, review of new and emerging philosophies of community/junior college service opportunities, innovative ideas re funding sources, a pot pourri of program ideas from other colleges serving a rural population.

The needed background information could be made available through printed information supplied in advance, platform presentations, input of the group consultants (see below) or various combinations of all three.

(It would, of course, be understood throughout the workshop that while all program suggestions were solicited in good faith, the faculty groups would be advisory to the President and the Board of Trustees).

A workshop structured along these lines would require some kind of screening device to assure a diversification of program conceptualization. Each of the work groups would also function best if provided some external leadership - a group facilitator whose task it would be to expedite discussion, secure available resource personnel from other workshop participants or consultants, test for concensus, keep tabs on task completion, and otherwise squeeze out maximum potential from each workgroup while at the same time helping each part relate to the total workshop design.

B) At an appropriate time, hopefully the following day, the workshop would continue on the following tasks.

1) Testing. For this purpose the faculty would meet in subject matter or area groupings. Following an examination of the program proposals the "testing" groups would point out issues, clarify and/or question ambiguous details, defend or support

any suggestions in the proposal for discontinuing or modifying existing programs, comment on staffing implications, etc.

2) Negotiation. Following reports from each of the "testing" groups, proposals would be returned to the original development for such modification as now seem desirable. Then required, the facilitator in each group would expedite an interchange of personnel between the groups that initially developed a program idea and the testing groups.

3) Synthesis. The final general session would be a factoring out of implications for the college and the faculty of the issues raised and the questions asked. An effort would be made to:

a) state (or restate) 4 or 5 new (or reaffirmed) objectives for the college.

b) inventory what skills faculty members now possess and those which they would need to acquire.

c) factor out issues where the faculty may be in disagreement among themselve or between themselves and the administration and/or the Board of Trustees.

d) make recommendations for next steps in staff development.

C) However the procedures for program planning are approached (as suggested above or some other way), the steps required for implementation must then be considered. The following are some ideas re planning for implementation.

1) The administration presents and describes approved programs and/or extensions that had been generated out of the data by the faculty and/or other groups involved in the work of the college.

2) The faculty, in hetrogeneous subject matter or area groups, is invited to analyze each innovation offered. What is their perception of it? Even if freed up from other duties might they see it as an over-load? Do they have questions re the maintenance of quality control? Are there questions re the appropriate role of a junior college or for maintaining academic standards?

3) Sub-groups report and all issues, concerns, questions considered in open forum.

4) A call issued for volunteers. Who would like to try a new experiment in junior college education? How long a time frame would the volunteers want to work within? (For any major effort a two-year time span should probably be considered. At the same time there should be a provision that the program could be cancelled or the volunteer withdraw upon reasonable notice without negative consequence to either). What kind of help would the volunteer want from whom? What rewards would they seek...visibility.... money...time to prepare a publication?)

D) Once a new program is installed there should be periodic meetings of those participating. No matter how dissimilar the subject or context of the innovation might be, all involved will share the common experience of participating in a new venture.

The meetings should be held on the assumption that those participating have the knowledge and skill required to do new things and that they can help each other by suggesting techniques and methods and by sharing books, professional articles, and visual teaching aids.

Whatever the initial understanding of the innovation may be there should always be room for the further evolvement of the concept. As the meetings of those participating in innovations continue, some agreed upon concept of what constitutes success should emerge.

It would be helpful if some, if not all, of these meetings attended by an outside technical consultant who had expertise in dealing with diversity... in probing for hidden resources... who can continually introduce new levels of diagnoses... who would be able to develop reasonable hypotheses about what further training could be expected to do - and not do. The consultant would also have the important task

of taking such steps as were required at appropriate time to forestall the develop[illegible] of undue in-group, out-group pressures.

E) In the performance of all of the above it is important to build in continuing support for the president of the college. Whenever funds for professional development are sought, the proposal should include funds for an on-going OD consultant... a person who would be readily accessible to the presidnet... a person who could serve as his confidant. Such an individual would be constantly alert to the overall decision-making processes and have the technical expertise required to know how to bring about change if change seemed indicated and agreed upon. He would assist the president establish "givens" for the faculty, lay out alternatives, help the president stimulate the creative and imaginative potential of the faculty and understand the source and processes of commitment building.

APPENDIX F

APPENDIX-G

SELECTED INFORMATION ABOUT THE FOUR-COUNTY
COAHOMA COMMUNITY COLLEGE SERVICE AREA

	State	U.S.	Tunica	Quitman	Coahoma	Bolivar	Sunflower	Tallahatchie
1970 Population Density	46.8 Per. sq. mi		25.9	38.6	71.1	53.5	53.4	30
Population 1976			10,800	14,000	38,600	47,200	35,300	18,000
% 7 yr. change in Pop. 1970-1976	+6.2		-8.7	-11.8	-4.5	-4.5	-4.6	-7.1
% Urban Pop. 1970	44.5		0	16.4	53.6	42.6	31.2	14.6
Median School yrs. Completed 1970	10.7	12.2	7.1	8.0	8.7	8.7	8.6	8.2
% Unemployed 1977	7.4		8.5	9.0	10.3	9.2	8.0	9.9
Median Family Income 1969 White	6,068		6,670	6,454	8,824	8,129	7,715	6,458
Black	3,200		2,093	1,921	2,479	2,534	2,523	2,069
Percapita Personal Income 1975 $	4,044	5,852	5,141	2,598	3,663	3,609	3,058	3,136
**Federal outlays "76 (in Millions)	4,058		13.3	22.2	49.4	55.8	36.8	22.1

* From Handbook of Selected Data for Mississippi: M R and D Center. April, 1978

** Primary funding from various agencies of the U.S. Department of Human Resources

SELECTED INFORMATION ABOUT THE FOUR-COUNTY,
COAHOMA COMMUNITY COLLEGE SERVICE AREA (CON'T)

No certified commercial air service into any of the counties.

Major River Barge Port in Bolivar. None in other two touching the Mississippi.

Two (2) state parks in 6 county area. Both in Bolivar County.

Of twenty-nine sewage plants in the six-counties, 9 are considered "adequate" (i.e., provide secondary treatment for all sewage).

Of the four counties that provide tax support for Coahoma Junior College, two are in one Congressional District; two are in a different Congressional District.

Four of the Counties are served by one general hospital. There are two in Sunflower and three in Bolivar.

Exhibits

A. Photographs

B. Agenda and Guest List for the Coahoma Agri-Business Liaison Meeting

C. Sample Pages from President's Newsletter

D. Biographical Data on the Members of the Consultant Team

Page 85, containing a reproduction of a photograph of Paul Sheats making a presentation at Coahoma Junior College, and page 86, containing a photocopy of an article describing Coahoma Junior College's community survey, were deleted due to irreproducibility.

INDUSTRIAL LIAISON MEETING
June 3, 1980

NAME	ADDRESS
Dr. McKinley C. Martin	President, CJC
Mrs. Willie B. Martin	2212 Eighth St., Clarksdale, MS
Mr. Charles F. Reid	1108 Alana Cove, C'dale, MS - V.P. CJC
Mrs. Beatrice F. Reid	1108 Alana Cove, C'dale, MS - V.P. CJC
Ms. Geraldine M. Jones	Dept. of Edu., Washington, D.C. 20202
Mr. Mayo D. Wilson	1016 M,Kinley, C'dale, MS
Dr. Paul H. Sheats	11490 Laurelcrest Dr., Studio City, CA 91604
Mr. W. Gene Wilson	
Dr. George Aker	The Florida State University, Tallahassee, Florida 32300
Mr. Milton G. Johnson	108 Anne Cove, C'dale, MS
Ms. F. H. Gathwright	Marks, MS
Mr. Ned Gathwright	Marks, MS
Mr. F.F. McLaurin	922 McKinley, C'dale, MS 38614
Mr. M.L. Sigmon, Jr.	Sherard, MS
Mr. Wade Jones	Delta Council, Stoneville, MS 38776
Mr. Chip Morgan	Delta Council, Stoneville, MS 38776
Mr. Tom Scarborough	Miss. State Emp. Service, C'dale, MS
Mr. George M. Furniss	F & M Electric Co., 301 Delta Ave., Clarksdale, MS 38614
Mr. Bill Dearman	Chamber of Commerce, C'dale, MS
Mr. Alex Ross	Supervisor, Coahoma County Beat 5, Clarksdale, MS 38614

EXHIBIT B

COAHOMA JUNIOR COLLEGE

INDUSTRIAL LIAISON MEETING

June 3, 1980
6:00 p.m.

OPENING REMARKS	MCKINLEY C. MARTIN
VOCATIONAL/TECHNICAL PROGRAMS	SAMUEL L. BLACKBURN
BUSINESS & INDUSTRY SURVEY	PAUL SHEATS, BOB LUKE & OTHERS
SPECIAL RESPONSE	CHIP MORGAN & OTHERS DELTA COUNCIL
REMARKS	

EXHIBIT B

Dr. Robert Luke	5603 Creekwood Dr., Sarasota, FL 33583
Mr. Eddie C. Smith	Board of Supervisors, C'dale, MS 38614
Mr. John E. Baine	432 Pecan, C'dale, MS 38614
Mr. Richard M. Webster Jr.	Mayor, City Hall, Clarksdale, MS
Mr. Chester Curtis	Bank of C'dale, C'dale, MS 38614
Mr. William Frazier	Coahoma Bank, C'dale, MS 38614
Mr. O.G. Brown	CJC - Voc. Tech.
Mr. Earl L. Gooden	Dean Pre-Baccalaureate, CJC
Ms. Bessie Gooden	Clarksdale, MS 38614
Mr. Armstrong Weston	Auto Mechanics, Voc. Tech.- CJC
Mr. James E. Miller	Coahoma Junior College
Mr. Artis Ferguson	Auto Body & Fender - Voc. Tech. CJC
Mr. John Mayo	CJC -Public Relations, Delta Foundation
Mrs. J. Mayo	Clarksdale, MS 38614
Mr. Robert Lane	Friars Point Rd., C'dale, MS 38614
Mr. Lee R. Gorman	CJC

EXHIBIT B

Pages 90 through 93 contained copyrighted material and are therefore not available. Reproduced on these pages were the following articles:

"Is Evaluation Useful?" by Emile G. McAnany and "Evaluation's Myths" by Robert C. Hornik (Reprinted from "Development Communication Report, No. 29, January 1980.

"Handicapped Students Favor 2-Year Colleges" (Reprinted from the Chronicle of Higher Education, Vol. XIX, No. 21, February 11, 1980)

"Help School Dropouts, 2-Year Colleges Urged" by Lorenzo Middleton (Reprinted from The Chronicle of Higher Education, Vol. XX, No. 6, April 7, 1980)

Page 94 contained copyrighted material and is therefore not available. IT presented a definition of Educational Brokering Services that was reprinted from: National Center for Educational Brokering

Exhibit D

Biographical data on the members of the Consultant Team for the Emeritus Project at Coahoma Junior College

George F. Aker

Robert A. Luke

Paul H. Sheats

Joel J. Davis

PROFESSIONAL RESUME

George F. Aker
Professor of Adult Education
The Florida State University, Tallahassee, Florida

In 1977, Dr. George F. Aker completed 6 years tenured as the elected Director of Educational Management Systems at Florida State University, at which time he reassumed his professorial responsibilities in graduate advisement, teaching and research.

As Director of Educational Management Systems he was responsible for the development, coordination and administration of training and development programs involving 74 faculty in adult, higher and technical education; educational assessment and evaluation; policy studies; international development education; and educational sociology and psychology.

Dr. Aker has been highly active in the affairs of national and international associations for Adult and Continuing Education and served as President of the Adult Education Association of the U.S.A. in 1969 - 1970. He was elected to a 5 year term as Vice-President of the Interamerican Federation of Adult Education in 1980.

His major professional interests are in the development of graduate study and research programs in adult education, psychological research to improve the efficiency of adult learning -- especially among the disadvantaged and in Third World Societies, and in developing new systems of non-formal education.

Dr. Aker has had practical experience in rural and urban community development in the U.S. and abroad, and has held faculty positions at the Universities of Missouri, Wisconsin and Chicago. He has assisted more than 20 universities in designing graduate professional preparation programs in adult education, and was Head of the Department of Adult Education at Florida State University from 1963 to 1972.

Dr. Aker has organized and conducted several national leadership Institutes for Adult Basic Education, and is widely recognized for his staff development work in correctional education and education for older adults. He has also served as a consultant in continuing education, training, and evaluation for numerous governmental and private organizations including the U.S. Department of Labor, the United States Office of Education, the National Institute for Education, the Agency for International Development, World Bank, World Education, Inc. and several foreign Ministries of Education. He is author and co-editor of several books that are major references in the field, including the 1970 Handbook of Adult Education, as well as innumerable research monographs, journal articles and training guides.

Dr. Aker has been recognized for distinguished service by the Adult Education Association of the U.S.A., the National Association of Public Continuing Education, the American Society of Training and Development, the Florida Law Enforcement Academy and the Venezuelan Association for Adult Education.

Pages 97 and 98, containing extracts about the authors from Who's Who in America and Who's Who in the World, have been deleted. These materials are copyrighted.

VITA

PERSONAL DATA

Name:	Joel J. Davis
Address:	518 Yazoo Ave Clarksdale, Mississippi 38614
Telephone:	601/624-8243 (Home) 601/627-2571 (Work)
Born:	October 15, 1949
Marital Status:	Single

EDUCATION

A.A.	1969		Coahoma Junior College Clarksdale, MS Social Science Education
B.S.	1971		Jackson State University Jackson, MS Social Science Education
M.A.T	1971-74		Jackson State University Jackson, MS
		Concentration:	Social Science Education
Study	1973-75		Delta State University Cleveland, MS
		Concentration:	Adult Education
Study	1975-76		Alabama A & M University Normal, Ala.
		Concentration:	Adult Education
Doctoral Student	1979-present		Florida State University Tallahassee, Fla. Adult Education

PROFESSIONAL EXPERIENCE

1980- Dean of Continuing Education, Coahoma Junior College, Clarksdale, Mississippi.

1976-1979 Associate Director of Continuing Education, Coahoma Junior College, Clarksdale, Mississippi.

Responsibilities: These included but were not limited to: 1) preparing and submitting reports to the appropriate sources; 2) selecting and recommending teachers for evening classes; 3) conducting in-service workshops for evening teachers; 4) conducting community service programs; 5) making community surveys.

1973-1976 Instructor, Continuing Education Division, Coahoma Junior College, Clarksdale, Mississippi.

Responsibilities: To teach courses in Social Science and Psychology to evening students.

1976-present Coordinator, Project Parchman, Continuing Education Division, Coahoma Junior College, Clarksdale, Mississippi.

Responsibilities: To coordinate the efforts of Coahoma Junior College to provide a two-year General Education Curriculum to inmates of the Mississippi State Penitentiary.

1973-1976 Assistant Learning Manager, CETA--ABE/GED, Continuing Education Division, Coahoma Junior College, Clarksdale, Mississippi.

Responsibilities: To assist in the diagnosis and treatment of learning deficiencies of GED preparatory program participants.

1971-1973 Instructor, Vocational-Technical Division, Coahoma Junior College , Clarksdale, Mississippi.

Responsibilities: To diagnose and treat learning deficiencies of Vocational students in the areas of reading, writing, and arithmetic and relate the three areas to each student's respective vocational area.

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